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Abstract

To help prepare the junior high student for personal and social adjustment, units and activities are geared to provide functional learning experiences in situations that will benefit the educable mentally retarded in his daily life. Units covered in grades 7, 8, and 9 include social studies, functional English, functional mathematics, functional science, home economics (human development, food and nutrition, housing, textiles and clothing) and prevocational orientation. Included in each unit is an outline list of basic skills, books and materials helpful for concept formation, and suggested activities and resources for reinforcement and enrichment. Emphasis in the prevocational unit is on occupational analysis, development of the individual for occupational placement, job retention, and job advancement. (WW)

ED033496

CURRICULUM GUIDE

MENTALLY RETARDED

• Junior High School Program •

SCHOOLS •

ED033496

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OFFICE OF EDUCATION

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CURRICULUM GUIDE

EDUCABLE MENTALLY RETARDED

JUNIOR HIGH SCHOOL PROGRAM

LITTLE ROCK PUBLIC SCHOOLS

September 1968

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Little Rock, Arkansas.

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P R E F A C E

It was just a few decades ago when public schools were responsible for educating only the intellectually elite. There was an automatic screening process on the part of parents that went something like this: "Joe is making all A's and may become a doctor or a lawyer or a teacher, so let's allow him to continue in school. Sam is making a fair record and may be able to succeed in business; therefore, he should remain in school. But alas! There is poor Willie who fails all of his subjects anyway; let's take him out of school and use him to help with the farm work."

This philosophy has changed and we are glad that it has! Schools are now responsible for educating all children - the superior, the average, the less-than-average.

This curriculum guide is designed to implement the educational programs of those many pupils who have properly been classified as less-than-average. Its purpose is to assist teachers in identifying, understanding, appreciating, and helping these particular students.

We gratefully acknowledge the financial assistance under Title VI that was granted through the State Department of Education. We express our appreciation to Mrs. Butler, Mr. Blessing, the visiting consultants, and the many teachers who developed this guide. We believe that its proper use on the part of teachers will materially improve our program of special instruction for the below-average child.

Sincerely,

Leoyd W. Parsons

F O R E W O R D

Special instruction for educable mentally retarded children and youth is an important part of a well-rounded educational program. To properly identify these mentally retarded pupils and place them in special classes with well-trained and understanding teachers, with curriculum and program guidance, is a basic public school responsibility.

It is the purpose of this curriculum guide to give direction, scope and sequence, subject matter skills and teaching suggestions for the Special Education instructional program. The final result will be a greater possibility for a more adequate program of instruction so that educable mentally retarded pupils may have the opportunity to progress at their learning rates and to the fullest extent of their potentials.

New concepts, theories and innovations are constantly arising in the education of mentally retarded pupils. As these new developments come upon the educational horizon, they must be evaluated and subsequently incorporated into the program if it is deemed that they will increase the effectiveness of the teaching-learning program.

This curriculum guide is a teaching framework from which the teacher develops her lesson plans. Teachers are encouraged to be creative and imaginative in the use of this guide, to use appropriate teaching aids and audio-visual materials to enrich lesson presentations.

As this publication is used, supervisors and teachers will be able to make improvements and refine various aspects of the guide and incorporate into it in subsequent revisions.

May the teachers, supervisors and consultants who helped to develop this curriculum guide be rewarded by the improved program of education for mentally retarded children.

John Fortenberry

John Fortenberry
Assistant Superintendent of Instruction

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GENERAL PHILOSOPHY FOR EDUCABLE MENTALLY RETARDED

Current philosophies of education reflect the idea that all children are entitled to education with the opportunity to develop to the limits of their individual capacity. In this respect education for the mentally retarded differs not at all from education for any group of children. The goals remain the same: to teach the individual to make wise use of his capabilities and to become a useful and contented member of his social group. Regardless of the scope of the group to which he belongs, the aim is always to allow him to become a better and more efficient member of his social milieu.

In analyzing the concept of social competence, self-expression and self-control are the primary traits of outstanding importance. To be capable of expressing one's ideas in work and play, to individuals and to groups, is a necessary requisite for happiness and efficiency. More important, however, is the ability to control one's self in accordance with socially accepted standards of behavior. Self-expression without self-control leads to chaos and confusion. With all the need for the child to express himself, it should not be forgotten that unless at the same time he learns the self-discipline to control himself, he will not have fulfilled his capabilities.

If the retarded child is to assume a place in the community with a measure of self-reliance and self-respect, it becomes necessary for education to provide training for some participation in productive work and to plan teaching procedures and objectives to correspond with his needs, interests, abilities and limitations. Underlying any curriculum adjustment is this basic philosophy.

GENERAL OBJECTIVES

The education of the Educable Mentally Retarded differs from that of average children only in the reduction of emphasis placed upon academic achievement, and additional emphasis placed upon the development of personality and adequacy in occupational and social areas. These children can only achieve these goals with proper instruction and training. Educational skills are used for attaining the maximum in social and vocational development.

These skills can develop best through the following specific objectives:

1. To develop the ability of the child as far as possible; to enable him to use academic skills and tools in daily life
2. To help the student acquire good work habits and attitudes in school which will serve him throughout life
3. To develop social responsibility and citizenship
4. To provide an appropriate curriculum with proper guidance for vocational training and job placement
5. To develop in each student social maturity and emotional stability directed toward a vocational proficiency in order that he may take his rightful place, in a functional way, in the home and in the community
6. To achieve these objectives, we must use a variety of educational methods: concrete materials, appraisal devices, and teaching aids.

PROGRAM FOR EDUCABLE MENTALLY RETARDED

Provisions are made for the Educable Mentally Retarded in the Little Rock schools from the time they enter school and are found to be eligible for the program until they complete the prescribed curriculum at the high school level and/or enter a trade school and obtain full-time employment. Some of these children may terminate their schooling before finishing a prescribed course for obtaining full-time employment. Under the Arkansas plan for special education, public schools can provide classes for educable mentally retarded students from the ages of six to twenty-one. According to state standards 5 is the minimum enrollment for a special class for the educable mentally retarded and 15 is the maximum enrollment. A psychological evaluation and a physician's certificate is required for every child enrolled in special education.

The Little Rock Public Schools provide an educational program for the Educable Mentally Retarded students who have needs which cannot be met adequately in the regular classroom. This program extends through the total school organization, providing training necessary for each student to reach his potential: physically, mentally, emotionally and vocationally and thus to live with dignity and a feeling of personal worth. Our goal is to provide a curriculum that is challenging but within the child's capacity to achieve.

PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
CA 6,7,8,9,10	CA 10,11,12,13	CA 13,14,15,16	CA 15,16,17,18+
MA 3 to 7.5	MA 5 to 9	MA 6.5 to 11+	MA 7.5 to 12+
RL 0 to 2.0	RL 1 to 4.5	RL 1 to 6+	RL 2.5 to 7+
BASIC SKILLS	BASIC SKILLS	BASIC SKILLS	BASIC SKILLS
1. Social, Personal, and Pre-vocational Development	1. Social, Personal, and Pre-vocational Development	1. Social Studies	1. Social Studies
2. Language Arts	2. Language Arts	2. Functional English	2. Functional English
Reading Readiness and Reading	Reading Readiness and Reading	Reading	Reading
Phonics	Phonics	Spelling	Spelling
Language	Language		
Writing	Writing		
Spelling	Spelling		
3. Number Concepts	3. Mathematics	3. Functional Mathematics	3. Functional Mathematics
Pre-Mathematics	4. Science Units	4. Functional Science	4. Functional Science
		5. Pre-Vocational	5. Pre-Vocational
CORRELATED	CORRELATED	ELECTIVE COURSES	ELECTIVE COURSES
Art	Art	Art Band Music	Art Band Music
Music	Music	Physical Education	Physical Education Sports
Physical Education	Physical Education	Industrial Arts	Driver Education Trades
		Home Economics	Home Economics Typing

There will be three books. Elementary Book includes Primary and Intermediate; Junior High Book; Senior High Book.

OBJECTIVES FOR JUNIOR HIGH PROGRAM

C.A. 13 - 16
M.A. 6.5 - 11

The objective of the Junior High Special Education Program is to provide the retarded child with functional learning experiences which will continue to develop the basic understandings, attitudes and habits needed for personal and social adjustment.

In order to develop such an adjustment, the program must include:

1. Courses directed toward the child's specific needs, abilities and limitations
2. Provision for learning situations that will benefit the retarded child in his daily life
3. Guidance for each child in the development of his social and emotional life
4. Awareness of the child's responsibility to his home, school and society.

SOCIAL STUDIES

BASIC SKILLS	BOOKS AND MATERIALS
I. Presenting Knowledge of Self, Family and Interests	
A. Oral presentation of information about the pupil, his family, and interests	
B. Written presentation about the pupil, his family, and interests	
1. Identifying information 2. Putting information into paragraph form	
II. Learning About School for Successful Adjustment	Student handbook
A. Orientation to personnel	
1. Principal 2. Vice-Principal 3. Counselor 4. Homeroom teacher 5. Classroom teachers 6. Librarian 7. Nurse 8. Custodian 9. Secretary	
B. Orientation to the school building and classrooms	Principal's manual
1. Numbering of rooms 2. Location of locker and combination 3. Bookstore and hours 4. Offices 5. Restrooms 6. Gymnasium 7. Auditorium 8. Music room 9. Art room 10. Cafeteria 11. Custodian's quarters	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Presenting Knowledge of Self, Family and Interests A. Students introduce themselves to classmates by telling name, former school, hobbies, talents, something of interest about their families or summer activities. B. Written presentation about the pupil 1. Students complete personal data forms for teacher's records 2. Students write about themselves, their families, or summer activities and read their papers to class 3. Students draw pictures of themselves but sign name on back. Collect pictures and let class try to identify classmates from pictures. II. Learning About School for Successful Adjustment A. List names of personnel on board. Make matching game of names and positions and duties. Practice saying each correctly. Invite personnel to talk about ways they can help students.	
B. Draw map of building, mark entrances and exits, parking area, play area, label streets, know directions. 1. Tour building, make map of each floor. Learn directions. Notice increase or decrease in numbers on rooms, also unnumbered room such as gym, cafeteria, rest room. 2. Map locker numbers. Learn combinations. 3. Know location of bookstore and kinds of materials there. 4. Know location of all offices: main, counselor, nurse, coach, cafeteria director.	State Department of Education Films: 5895 "Your Junior High Days" 1533 "Manners in School"

BASIC SKILLS	BOOKS AND MATERIALS
C. Knowledge of rules and regulations 1. School time and tardy bell 2. What to do when tardy or late to class 3. Regulation dress for school and physical education class 4. Daily schedule 5. Proper behavior in classroom, lunchroom, auditorium, etc. 6. Clubs and organizations and membership qualifications	
III. Learning about the Community and State A. Information about the community 1. Name of town and county 2. Location of town and county 3. Early history of town and county 4. Type of municipal and county government 5. City and county departments a. Police station or sheriff's office b. Fire station or volunteer fire department c. Health center d. Hospital e. Post office f. Library g. Recreation facilities h. Transportation and communication 6. Clubs and youth organizations a. Boys' Club b. YMCA and YWCA c. Boy and Girl Scouts d. Church clubs e. FHA f. FFA g. 4-H Clubs	Lusk, Mary, The Community Where You Live, Boston, Allyn & Bacon, 1965 Fraser and Hoy, Our Community, New York, American Book Co. League of Women Voters, Know Your City--Know Your County

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Use materials from office such as tardy slips, absence slips, class re-admittance slips to explain school rules to the class. 1. Compile a true-false test using rules and regulations for material. 2. Have copies of daily schedule mimeographed. Help students fill in class meeting times. Mark tardy time for each class in red. 3. On bulletin board arrange pictures of appropriate dress, hair style, make-up, and jewelry for various occasions. 4. Daily schedule--activity schedule different in time. 5. Discuss behavior in various situations: games, assemblies, movies. 6. List clubs of school, their purposes, membership qualifications. III. Learning about the Community and State 6. Make lists of community activities for teenagers. Locate facilities in which the various activities are offered. Locate other recreational facilities.	

BASIC SKILLS	BOOKS AND MATERIALS
7. Business and industry	
8. Private facilities for recreation and entertainment a. Theaters b. Skating rinks c. Bowling alleys d. Miniature golf courses e. Golf courses f. Tennis courts g. Parks h. Swimming facilities	
B. Information about the state	Pamphlets from the State Chamber of Commerce
1. Name 2. Location 3. Neighboring states 4. Capital city 5. Physical features a. Land regions b. Rivers and lakes 6. Climate 7. How people in the state earn a living a. Businesses b. Industries c. Services	
IV. Acquiring Information about the Telephone	Telephone Activities in the Elementary Grades (Teacher's Guide), American Telephone and Telegraph Company, 1960
A. Recognizing telephone signals	
1. Dial tone 2. Busy signal 3. Ringing	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
7. Survey the local community to find out what businesses and industries are located there and which offer possible sources of employment for pupils. 8. Learn location of and how to get to recreational facilities. Assign various class members to report on the cost and hours of operation of each.	
B. Information about the state	
2. Draw a map of your state. Locate your city or town, county, and capital city. Place the neighboring states correctly.	Wall map of the United States
5. Make a relief map of the state.	Physical map of Arkansas
IV. Give Oral Reports on Alexander Graham Bell--His Life and Achievements	Teletrainer (from local telephone office) Tour local telephone business office Personnel from telephone company as resource speaker
Assign student exercises in The Telephone and How We Use It . Build a vocabulary list showing the new words learned in studying this unit.	Films: Local Bell Telephone Co. Business Office "Voice of Your Business" "Mobile Telephones" "Voice for the Farm" "Of Many Voices" "Aleutian Skywatch" "Mr. Bell" "Plan for Pleasant Living"
A. Secure teletrainer and practice identifying telephone signals.	

BASIC SKILLS

B. Holding the telephone

C. Using a dial telephone

D. Using a non-dial telephone

E. Answering the telephone

1. Answering promptly
2. Announcing identification
3. Taking a message
4. "Wrong number" calls

F. Using the telephone directory

1. Alphabetical listing
2. Yellow pages
3. Other information in local directory
4. No listing (Dial "Information")

G. Developing acceptable telephone manners
1. Principles of good usage
2. Using a "party line"

H. Placing a long distance call

1. Dialing--DDD
2. Operator assistance
3. Calling person-to-person
4. Calling station-to-station
5. A collect call
6. A credit card call

I. Using the telephone in an emergency

1. Dialing "Operator"
2. National emergency number (to be established)

BOOKS AND MATERIALS

The Telephone and How We Use It, (Student's Booklet, Bell Telephone System)

The Voice with a Smile, American Telephone and Telegraph Co., 1960

Win More Friends by Telephone, American Telephone and Telegraph Co., 1962

Alexander Graham Bell, Cape Breton Island, Nova Scotia, Canada, Alexander G. Bell Museum

The following publications are free and may be obtained by calling the nearest Bell Telephone Business Office:

Alexander Graham Bell
Mr. Bell Invents the Telephone
Overseas Telephone Service
Telephone Almanac
The Magic of Communication
The World's Telephones

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Teach the correct method of holding, dialing, and speaking directly into the telephone.	"Voice Beneath the Sea"
E. Practice answering the telephone correctly.	
F. Make a telephone directory using student names. Stress importance of alphabetizing. Study abbreviations used in directory.	Telephone directory Information pages Films: Local Bell Telephone Co. Business Office
G. Actual telephone conversations between pupils illustrating good telephone manners and how to use telephone for various purposes.	"Dialing Tips" "Manner of Speaking" "Dialing the Nation" "Mobile Telephones" "Party Lines"
H. Practice methods of placing long distance calls.	"Career Day"
I. Find in the telephone directory the number to call in case of emergencies and practice placing emergency calls.	"Station Installer" "Telephone Lineman"

SOCIAL STUDIES - GRADE 7

BASIC SKILLS	BOOKS AND MATERIALS
V. Factual Information All Seventh Graders Should Know	
A. Time 1. Hours in a day 2. Days in a week--number and names 3. Months of the year--number and names 4. Number of days in a year 5. The seasons	"General Information Lists", Teacher's Guide, Special Education Department, Little Rock Public Schools
B. National information 1. Name of our nation 2. First president--present president 3. Name and location of the President's house 4. Capital of U.S. 5. Number of states in U.S. 6. The flag--number of stripes and stars 7. Time zones in U.S.	Know Your World, A Weekly Newspaper, Columbus, Ohio, American Education Publication
C. State information 1. Name of our state 2. Capital of our state 3. Present governor	Map Study Skills, (Grades 2-6), A My Weekly Reader Practice Book, Columbus, Ohio, American Education
D. Compass directions--N., S., E., W.	
E. Our four oceans	
VI. Developing Skills in Using Maps and Graphs	
A. Maps 1. Road maps 2. City maps	
B. Graphs 1. Job availability 2. Wages	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Factual Information All Seventh Graders Should Know	
A. Make up games and quizzes in which the student must give as answers the days of the week, months of the year, seasons, etc.	Clock with movable hands Calendar
B. Have students compare life in the U.S. when George Washington was President with life in the U.S. at the present time. Show a film or filmstrips on Washington, D.C. Using an outline map of the U.S., count and name each state. Locate different time zones in the U.S. Locate various cities on a U.S. map and compare their time with ours.	Film: State Department of Education, Little Rock "Washington, D.C." (This Land of Ours Series) Wall map of the United States American Flag Map with time zones
C. Draw a map of the state and locate the capital city.	
D. Help students locate various places in the neighborhood using a compass.	Compass
E. On a world map, name and locate the four oceans.	World map or globe
	Map of U.S. (wall and individual)
	Film: Little Rock Public Schools 347 "Maps and Their Uses"
	City maps State Maps Road maps

SOCIAL STUDIES - GRADE 7

BASIC SKILLS	BOOKS AND MATERIALS
II. Learning to use Newspapers and Magazines Effectively A. For information B. For instruction C. For pleasure III. Presenting Information A. Orally B. In written form IX. Learning to Read History and Social Studies Materials for Information and Enjoyment A. Knowledge of the discoverers and founders of America B. Comprehending America's fight for freedom and unity 1. Revolutionary War 2. George Washington 3. War Between the States 4. Abraham Lincoln 5. Robert E. Lee C. Knowledge of America's western expansion and exploration 1. Daniel Boone 2. Louisiana Purchase 3. Lewis and Clark 4. California Gold Rush D. Knowledge of men who pioneered in communication, transportation and industry. 1. Benjamin Franklin 2. Alexander Graham Bell 3. Henry Ford 4. Wilbur and Orville Wright 5. Robert Fulton 6. John H. Glenn	

SOCIAL STUDIES - GRADE 7

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
VII. Learning to use Newspapers and Magazines Effectively Read and disucss weekly editions of Know Your World. Throughout the year encourage students to report orally current happenings on the local, state, national, and international scenes. Let students prepare a current events corner or bulletin board.	
VIII. Presenting Information Have students present oral reports to the class on topics of interest. Students should write reports first and have them corrected by the teacher before presenting them to the class.	
IX. Learning to Read History and Social Studies Materials for Information and Enjoyment A. Show filmstrips or films on the discovery and exploration of America.	Films: State Department of Education 349 "Winning Our Independence" 5503 "Declaration of Independence by the Colonies" 5504 "Bill of Rights of the U.S."
B. Discuss occupations of troops during early American wars and why these jobs have changed. Compare military tactics used in early American wars with those used today.	
C. Have a boy scout or troop leader demonstrate trail blazing techniques. Draw a map of the U.S. and color the Louisiana Territory. List the states and parts of states carved from it. Use an overhead projector to trace the routes of Lewis and Clark.	Films: State Department of Education 119 "Daniel Boone" 753 "Kentucky Pioneers" 203 "Lewis and Clark" 5524 "The Louisiana Purchase" 710 "The Development of Transportation in the U.S." 1068 "Our Shrinking World" 650 "How Man Made Day"
D. Make a poster or bulletin board entitled "Our Shrinking World."	Bell Telephone Business Office "Mr. Bell" "Of Many Voices" "Western Crossing" "Story Without End"

BASIC SKILLS	BOOKS AND MATERIALS
E. Comprehending the work of American leaders and their search for better ways of living. 1. Clara Barton 2. Jane Adams F. Knowledge of leaders in science and medicine 1. Thomas Edison 2. George W. Carver 3. Jonas Salk G. Gathering information on the arts in the United States 1. Mark Twain 2. Museums in our land 3. Walt Disney 4. Marian Anderson H. Knowledge of leaders and organizations working for peace and world friendship. 1. Woodrow Wilson 2. Herbert Hoover 3. The United Nations 4. Franklin Roosevelt 5. John F. Kennedy 6. Lyndon B. Johnson I. Developing a sense of time and chronology	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
E. Have resource persons to speak to the class on how various agencies work for community betterment. Discuss economic, political, and social problems found in a city. Cite probable solutions.	Have an illustrated tour of Disneyland Arrange a tour of the Arkansas Arts Center See a play, if possible.
F. Make a poster illustrating the many products derived from the peanut. Discuss scientific and medical achievements which have occurred during the student's lifetime.	Attend a symphony or choral society concert
G. Present a skit or oral book report on Tom Sawyer or Huck Finn. Watch Huck Finn series on television and report to class. Listen to selections by Marian Anderson.	Film: State Department of Education 1288 "We, the People"
H. Prepare a poster or bulletin board on the U.N. Discuss ways in which the U.N. works for peace. Have class write and request a packet of classroom study materials from the U.N. in New York City. Discuss problems which involve the U.S. at home and abroad. Encourage students to suggest solutions and then evaluate them to see if they are workable.	
I. Use a time line to help students visualize the sequence in which past and current events occurred.	

FUNCTIONAL ENGLISH

BASIC SKILLS	BOOKS AND MATERIALS
I. Developing Oral Communication	
A. Using oral communication in social situations	McCormick, Jo Ann, The Story of Our Language Columbus, Ohio, Charles E. Merrill Company
1. Clear and distinct speech a. Discouraging monotones b. Discouraging mumbling	
2. Correct pronunciation a. Understanding oral vocabulary b. Using acceptable language	
3. Using complete sentences a. Simple sentences b. Compound sentences c. Complex sentences d. Declarative sentences e. Interrogative sentences f. Imperative sentences g. Exclamatory sentences	SRA Reading Laboratory, Reading Games
4. Conversation manners a. At parties b. At grocery stores c. On telephone (1) Information (2) Conversation with friends or family (3) Business conversation	
B. Utilizing oral communication in pre-vocational preparation	
1. Role playing	
2. Manners a. Personal requirements b. Manners when discussing job	
II. Developing Written Communication	
A. Developing writing skills	
1. Manuscript	
2. Cursive	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Developing Oral Communication A. Class and club organization: carry out nominations, election of officers, simple parliamentary procedure and committee reports. Emphasize distinct speech and correct pronunciation.	Materials and data for improving oral communication Record book for Secretary, Treasurer Discussion material: TV Guides, List of committee members Newspapers: School news, sports news
a. Children act out correct way to introduce their friends and parents. Use party conversation. b. Use role playing to demonstrate how to act and receive information in in stores. c. Allow two students to play operators and handle the amplifier, while two students carry on a phone conversation.	Skit booklet for students Tele-training program Pair of commercial telephones Amplifier
B. Set up a mock employment bureau. Have children take parts of interviewers and people to be interviewed.	Film: "A Manner of Speaking" Southwestern Bell Telephone 7783 "What Is a Job" Foundation for Occupational Planning Society for Visual Education, Inc. Subsidiary of General Precision Equipment Corp. 1345 Diversey Parkway, Chicago, Illinois 60614
II. Developing Written Communication A. 1. Use application blanks, blue cards and other forms that must be filled out in manuscript. 2. Develop cursive writing skills with personal and business letters.	

ENGLISH - GRADE 7

BASIC SKILLS	BOOKS AND MATERIALS
B. Social use of written communication 1. Patriotism 2. Personal C. Vocational use of written communication 1. Job selection 2. Responsibilities III. Developing Grammatical Skills A. Sentence structure 1. Kinds of sentences 2. Capitalization 3. Punctuation B. Grammar and usage 1. Parts of speech a. Noun b. Pronoun c. Verb d. Adverb e. Adjective f. Preposition g. Interjection h. Conjunction C. Paragraphing IV. Developing Reading skills A. Increasing vocabulary 1. Pronunciation of words 2. Meaning of words 3. Using words in sentences, both oral and written B. Phonetic analysis of words	Individual Corrective English, Cincinnati, Ohio, McCormick Mathers, 1968 Price, Edith, Warren, Irene, et al., Individual Corrective English, Cincinnati, Ohio, McCormick Mathers, 1968 Chapman, Byron, and Schulz, Louis, The Mott Basic Language Skills Program, Galien, Michigan, Allied Educational Council, 1965 Price, Edith, Warner, Irene, et al., Language Roundup (rev. ed.), Cincinnati, Ohio, McCormick Mathers

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. 1. Have students write short paragraphs about their favorite holiday. 2. Use diaries and experience charts . C. Make a list of preferred occuaptions. Incorporate "Rationale" selection (from "Plan"). 1. Rules for being prepared 2. Rules for making application III. Developing Grammatical Skills A. Use teacher-made materials, sentences, paragraphs and let students add the punctuation. B. Start with simplest parts of speech, such as the noun and verb. C. Make sure children understand what a paragraph is, and then have them write short paragraphs on topics of interest. IV. B. Pupils who have shown ability to work relatively independently will begin working on the Specific Skill Series and follow activities as given in Book A and B of each section.	Filmstrip: "Basic English Usage" SVE Inc. "Plan" units with tape (12), Educator's Service Center, Inc., 1100 West Capitol, Little Rock, Ark. Patterson, John, and Steiner, Robert, "Graphic English Grammar Chart" (for parts of speech), Columbus, Ohio, Charles E. Merrill Full Color Filmstrips: "The Sentence" SVE, Inc. 133-8 "Classification of Sentences" 133-9 "Subjects and Predicates" 133-1 "Using Nouns" 133-2 "Using Pronouns" 133-3 "Using Adjectives" 133-4 "Using Verbs" 133-5 "Using Adverbs" 133-6 "Using Verbals" 133-7 "Using Prepositions, Interjections and Conjunctions" "Steps in Building a Paragraph", Produced cooperatively with Loyola University Press-Full Color Filmstrip, Society for Visual Education, Inc. Read Aloud Sound Stories, #58399-053 Filmstrip: "A Programmed Approach to Better Reading and Understanding" distributed by Educators Service Center, Inc., 1118 West Markham, Little Rock, Arkansas

BASIC ACTIVITIES	BOOKS AND MATERIALS
C. Following directions 1. Oral 2. Written D. Using context clues 1. For discovering word meanings 2. For understanding content E. Getting the main idea F. Drawing conclusions G. Getting the facts H. Locating the answers 1. To questions phrased like story 2. To questions phrased in words different from story I. Reading for protection and safety 1. Safety and traffic 2. First aid and health J. Reading for pleasure 1. Magazines 2. Newspapers a. Sports section b. Entertainment section c, School section 3. Comics a. Fun b. Classics V. Improve Spelling A. Develop a consistent method in learning to spell 1. Pronunciation of words 2. Meaning of words 3. Using words in sentences	Boning, Richard A., Specific Skill Series, Rockville Centre, N. Y., Barnell Loft, Ltd., 1962 Working with Sounds Book A Book B Following Directions Book A Book B Using the Context Book A Book B Getting the Main Idea Book A Book B Drawing Conclusions Book A Book B Getting the Facts Book A Book B Locating the Answers Book A Book B Arkansas Democrat, Student's Handbook, Teacher's Handbook, Little Rock, Arkansas Kottmeyer, William, and Ware, Kay, Basic Spelling Goals, St. Louis, Missouri Kottmeyer, William, and Lambader, May B., Spelling Magic, St. Louis, Missouri, Webster

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Use replica of safety and traffic signs. Teach students to recognize the shape and vocabulary used. Use medicine and spray labels to teach necessary safety vocabulary. Have class write letters requesting state health and highway departments to send someone to speak to class or show appropriate film on traffic and safety signs and/or first aid equipment. J. Reading for pleasure 1. Children plan a scrapbook on their interest level; find pictures and articles for their subject. 2. Use newspapers for reports; students choose one of three sections to find their information. 3. Pupils who are unable to engage in above activities, make a. Comic books on comic strip characters b. Classic comic books on safety, fire prevention, etc. V. Improve Spelling A. 1. Use phonetic approach or the cover-write method 2. Pupils look up the meaning of each spelling word and make sentences with them.	

BASIC SKILLS	BOOKS AND MATERIALS
B. Using phonics 1. Silent consonants 2. Consonants 3. Homonyms 4. Synonyms C. Using dictionary skills 1. Alphabetizing a. By first single letter b. By multiple letters 2. Understanding guide words and how to use them 3. Understanding syllabication 4. Using key to pronunciation 5. Using diacritical marks 6. Using pronunciation spelling 7. Knowing and using accent marks 8. Knowing how to decide correct entry word in cases of words with prefixes and suffixes 9. Using word origin comments included in dictionary 10. Using parts of speech markings included in dictionary	Durrell, Donald D., "Dictionary Practice in Location", Improving Reading Instruction, Harcourt, Brace and World, New York, 1956 Thorndike-Barnhart Dictionaries: Beginning, Junior and Advanced, Scott Foresman, Dallas, Texas Steck Company, Austin, Texas "Initial Sounds" Set 1 "Prefixes" Set 2 "Suffixes" Set 3

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Using phonics 1. Review silent "e" pattern so pupils can make list of words using silent "e". 2. Review consonant and blend sounds. 3. Teacher-made materials to call attention to more common homonyms and synomyms . 4. See #3 . C. Use dictionaries, encyclopedias, telephone books, and other directories to teach alphabetizing and using guide words.	Smith, Elizabeth G., The Sight and Sound of Phonics, Educational Electronics, Inc., 609 W. Sheridan, Oklahoma City, Oklahoma 73102 Distributed by: Educators Service Center, Inc. 1118-1120 West Markham, P. O. Box 203, Little Rock, Arkansas, Ph. FR 6-2178 . Filmstrips: "Spelling and Phonics" 943-2 "Long and Short Vowels" 943-3 "Quiet Letters" 943-4 "Combining Vowels and Consonants" 943-5 "Digraphs, Blends and Diphthongs" 943-6 "The Alphabet and Alphabetizing" Imperial Film Co., Inc., 321 South Florida Avenue, Lakeland, Florida . "Plan, Inc.," Programmed Vocabulary Builders, P. O. Box 3281 (to contact agent), 1307 West Markham, Little Rock, Arkansas 72201 Phone 501 FR 4-1312 .

FUNCTIONAL MATHEMATICS

FUNCTIONAL MATHEMATICS

Directions for Administering

1. Give the child a sheet of 100 Addition Facts. Instruct him to write the answers to the addition facts as fast as he can without counting. Correct child's paper before presenting Addition Process.

2. If child has approximately 50% of Addition Facts correct, administer Addition Process Test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

3. Score Addition Process Test before administering any further arithmetic sheets.

4. Analyze child's errors and record them in writing at the bottom of the Process Test. Examples: errors in facts, started from left-carried to right, carried 1 instead of 2, omitted $.

   If child has 6 or more examples wrong, it is not necessary to test further at that time as child needs instruction in addition.

Addition Process Test

5	9	5	0	6	8	7	9	8	6	4	5	9
2	5	8	5	4	0	9	3	9	3	4	3	2
										2	4	0
										5	6	5
3												
0						11						
9		10		21		12		33		10		10
2		32		4		31		2102		303		61
4		20		63		22		51		44		102
2		47		11		13		305		432		515
												95
												84
542		363		40		215		97		64		6
341		314		632		662		44		81		50
568		595		818		497		75		73		67
						$87.40				$12.02		
				$4.66		35.57				70.85		
54		$1.40		$6.47		76.36		$ .58		24.48		$ .07
19		.13		7.39		96.73		6.99		51.87		6.43
7		5.68		2.82		34.55		7.68		89.38		4.65
23		7.40		.54		60.07		1.44		74.00		5.03
18		3.39		3.78		50.37		8.36		98.55		9.46

Directions for Administering

Subtraction Process Test

1. Give the child a sheet of 100 Subtraction Facts. Instruct him to write the answers to the subtraction facts as fast as he can without counting. Correct child's paper before presenting Subtraction Process.

3	6	8	7	4	9	5	8	9	7
2	4	5	3	0	4	2	6	7	2

2. If child has approximately 50% of Subtraction Facts correct, administer Subtraction Process test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

12	17	16	10	11	14	13	18	14	15
4	9	8	7	9	5	7	5	6	7
86	97	785	64	967	87	727	74	93	886
46	24	361	13	412	24	527	64	73	486

3. Score Subtraction Process Test before administering any further arithmetic sheets.

2684	8578	9008	380	641	563
340	5009	3900	259	53	37

4. Analyze child's errors and record them in writing at the bottom of the Process Test.

If child has 6 or more examples wrong, it is not necessary to test further at that time as the child needs instruction in subtraction.

1664	4814	1188	8768	1110	11543	9643
967	4676	699	8460	777	7663	1980
604	1373	$7.23	$21.10	$1.55	$30.00	$125.14
322	776	5.98	19.99	.76	29.99	65.19

Directions for Administering

1. Give the child a sheet of 100 Multiplication Facts. Instruct him to write the answers to the multiplication facts as fast as he can without counting. Correct child's paper before presenting Multiplication Process.

2. If child has approximately 50% of Multiplication Facts correct, administer Multiplication Process Test. Ask child to write his full name and date in the upper right hand corner of the paper. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

3. Score Multiplication Process Test before administering any further arithmetic sheets.

4. Analyze child's errors and record them in writing at the bottom of the Process Test.

   If the child has 6 or more examples wrong, it is not necessary to test further at that time as child needs instruction in multiplication.

Multiplication Process Test

8 4	6 7	4 2	3 3	7 5	4 4	8 6	2 7	9 5	7 3
0 8	6 1	9 8	4 5	3 9	8 7	4 6	3 4	1 1	0 4
$4.57 6		709 2	$5.07 8	$5.70 7		$5.90 10	$90.84 3		
61 19		97 96	651 72	92 67		58 94	$7.60 39		
632 68		927 400	502 209	243 910		2382 501	$410 850		
938] 208		505 135	3964 407	1205 4326		797 2800			

Directions for Administering

1. Give the child a sheet of 100 Division Facts. Instruct him to write the answers to the division facts as fast as he can without counting. Correct child's paper before presenting Division Process.

2. If child has approximately 50% of Division Facts correct, administer Short Division Process Test. Ask child to write his full name and date in the upper right hand corner of the page. Tell him that he may count on this page if necessary. Write the time the child starts and finishes in order that the facility with which he completes the page will be recorded on his paper.

3. Score Short Division Process Test before administering any further arithmetic sheets.

4. Analyze child's errors and record them in writing at the bottom of the Process Test.

   If child has 6 or more examples wrong, it is not necessary to test further. If less than 6 examples are wrong, administer the Long Division Process Test with the same directions.

Short Division Process Test

$3\overline{)21}$	$6\overline{)30}$	$9\overline{)45}$	$5\overline{)35}$	$8\overline{)32}$	$6\overline{)18}$	$4\overline{)32}$
$6\overline{)18}$	$9\overline{)\$72}$	$5\overline{)25}$	$4\overline{)8}$	$6\overline{)15}$	$8\overline{)25}$	$7\overline{)49}$
$7\overline{)154}$	$9\overline{)396}$	$2\overline{)154}$	$2\overline{)140}$	$5\overline{)275}$	$8\overline{)267}$	$7\overline{)308}$
$9\overline{)297}$	$3\overline{)881}$	$3\overline{)231}$	$1\overline{)101}$	$4\overline{)3204}$	$8\overline{)5240}$	
$6\overline{)33512}$	$9\overline{)3789}$	$3\overline{)23398}$	$7\overline{)30133}$	$4\overline{)31794}$		
$8\overline{)4848}$	$5\overline{)\$355.10}$	$6\overline{)63696}$	$7\overline{)3407}$	$9\overline{)6202}$		

Long Division Process Test

$11\overline{)352}$	$10\overline{)1110}$	$63\overline{)695}$	$10\overline{)875}$	$53\overline{)582}$
$81\overline{)1782}$	$32\overline{)2023}$	$42\overline{)1495}$	$80\overline{)22100}$	
$75\overline{)6975}$	$71\overline{)3371}$	$67\overline{)4985}$	$114\overline{)3288}$	
$331\overline{)35092}$	$82\overline{)7131}$	$42\overline{)1495}$	$74\overline{)25875}$	
$27\overline{)6121}$	$46\overline{)1646}$	$93\overline{)63045}$	$753)379263$	
$45\overline{)6100}$	$32\overline{)6651}$	$29\overline{)910}$	$987\overline{)817119}$	

Addition In Fractions

(Reduce all fractions in the answers to lowest terms)

1/8 + 1/8 =	1/3 + 1/3 =	1/2 + 1/2 =	4/5 + 2/5 =	3/4 + 3/4 =
5 + 1/4 =	2/3 + 7 =	4 + 1 2/3 =	3 1/2 + 8 =	2 1/4 + 4 1/4 =
3 1/5 + 1/5 =	1/4 + 2 1/4 =	2 1/3 + 7 2/3 =	3 3/5 + 2 3/5 =	5 5/6 + 2 5/6 =
1/2 + 1/4 =	1/2 + 1/6 =	3/4 + 5/8 =	2/3 + 5/6 =	3 2/3 + 2 1/6 =
1 1/4 + 3 5/12 =	7 3/4 + 3 1/2 =	2 2/3 + 7 5/6 =	1/4 + 1/3 =	3/5 + 1/2 =
1/4 + 1/2 + 1/4 =	1 1/4 + 1/4 + 2 1/2 =	1/5 + 1/4 + 1/4 =	1/2 + 1/2 + 5/12 =	1/2 + 2/3 + 4/5 =
1/6 + 1/6 + 1 1/3 =	8 2/3 + 6 1/4 + 5 1/12 =	2 1/6 + 7 3/5 + 1 1/6 =	3/4 + 5/6 + 1 1/2 =	5 3/5 + 9 1/4 + 6 1/2 =

Subtraction In Fractions

(Reduce all fractions in the answers to lowest terms)

2/3 − 1/3 =	5/8 − 1/8 =	4 3/5 − 1/5 =	4 2/3 − 2/3 =	7 5/6 − 1/6 =
5 1/4 − 3 =	6 1/4 − 6 =	4 3/5 − 2 1/5 =	3 3/4 − 2 3/4 =	7 7/8 − 2 3/8 =
9 − 1/2 =	1 1/4 − =	3 − 1 2/3 =	6 − 5 2/5 =	1 1/4 − 3/4 =
6 1/3 − 2/3 =	7 1/8 − 5/8 =	10 1/5 − 3 2/5 =	9 3/5 − 8 4/5 =	4 1/6 − 1 5/6 =
1/2 − 1/4 =	1/2 − 1/6 =	3 3/4 − 1/2 =	7 1/2 − 7 1/4 =	4 7/12 − 1/4 =
2 1/6 − 1 5/6 =	3 5/6 − 1 1/12 =	7 3/5 − 1 1/10 =	2 1/2 − 3/4 =	3 1/4 − 7/12 =
1/3 − 1/4 =	9/15 − 1/2 =	2 3/8 − 1/3 =	1 1/3 − 3/4 =	1 1/4 − 1/2 =

Multiplication In Fractions

(Reduce all fractions in the answers to lowest terms)

$\frac{1}{4} \times 8 =$	$\frac{1}{3}$ of $3 =$	$\frac{3}{5} \times 2 =$	$\frac{2}{3} \times 16 =$	$\frac{5}{6} \times 14 =$
$2 \times \frac{4}{9} =$	$2 \times \frac{5}{16} =$	$4 \times \frac{1}{2} =$	$12 \times \frac{1}{5} =$	$8 \times \frac{1}{6} =$
$\frac{1}{4}$ of $16 =$	$\frac{1}{4} \times \frac{8}{9} =$	$\frac{5}{9} \times \frac{3}{7} =$	$\frac{5}{8} \times \frac{9}{10} =$	$\frac{2}{3} \times \frac{6}{15} \times \frac{5}{8} =$
$6 \times 2\frac{1}{3} =$	$3 \times 4\frac{1}{6} =$	$6 \times 3\frac{3}{4} =$	$2 \times 4\frac{1}{5} =$	$4 \times 2\frac{1}{6} \times \frac{3}{4} =$
$2\frac{1}{4} \times 4 =$	$3\frac{1}{5} \times 2 =$	$3\frac{1}{6} \times 4 =$	$3\frac{2}{3} \times 8 =$	$\frac{3}{8} \times 6 \times 4 =$
$\frac{1}{4} \times 2\frac{1}{2} =$	$\frac{1}{2}$ of $1\frac{1}{5} =$	$\frac{5}{8} \times 6\frac{2}{5} =$	$\frac{2}{5} \times 3\frac{2}{3} =$	$\frac{2}{3} \times 4\frac{3}{4} =$
$\frac{24}{3\frac{1}{8}}$	$\frac{36\frac{5}{6}}{12}$	$\frac{18}{15\frac{3}{4}}$	$\frac{25\frac{1}{2}}{27}$	$\frac{23}{18\frac{3}{5}}$

Division In Fractions

(Reduce all fractions in the answers to lowest terms)

$5 \div \frac{1}{2} =$	$5 \div \frac{2}{3} =$	$12 \div \frac{3}{4} =$	$14 \div \frac{4}{5} =$	$2 \div \frac{4}{5} =$
$\frac{1}{4} \div \frac{1}{6} =$	$\frac{1}{9} \div \frac{1}{3} =$	$\frac{3}{8} \div \frac{3}{8} =$	$\frac{13}{15} \div \frac{1}{2} =$	$\frac{5}{6} \div \frac{3}{10} =$
$1\frac{1}{4} \div \frac{1}{3} =$	$1\frac{1}{2} \div \frac{1}{2} =$	$1\frac{3}{8} \div \frac{3}{10} =$	$2\frac{5}{8} \div \frac{3}{4} =$	$8 \div 5 =$
$\frac{1}{5} \div 5 =$	$\frac{5}{6} \div 4 =$	$\frac{5}{9} \div 5 =$	$\frac{4}{5} \div 6 =$	$16 \div 6 =$
$1\frac{1}{3} \div 5 =$	$1\frac{1}{5} \div 4 =$	$5\frac{2}{3} \div 5 =$	$5\frac{3}{5} \div 2 =$	$1\frac{1}{5} \div 6 =$
$\frac{1}{3} \div 1\frac{1}{2} =$	$\frac{3}{8} \div 1\frac{2}{3} =$	$\frac{5}{12} \div 1\frac{5}{6} =$	$\frac{1}{6} \div 1\frac{1}{2} =$	$10 \div 16 =$
$2 \div 2\frac{1}{2} =$	$3 \div 4\frac{1}{2} =$	$5 \div 2\frac{3}{4}$	$5 \div 2\frac{1}{2} =$	$12 \div 6\frac{3}{5} =$

DECIMAL INVENTORY

ADDITION:

.3	.67	4.65	1.8	92.34	$.53	$496.38	Find the sum of :
.2	.26	9.3	.7	83.84	.89	209.67	
.3	.57	2.4	.48	4.79	.66	78.89	$3.9 + .62 =
				39.60	.95	36.79	
				66.58	.78		$8.54 + $.79 + $6.09 + $.56 =
					.59		7.05 + .68 + 94.5 + .893 =

SUBTRACTION:

.9	.56	7.1	8.03	.4758	6.271	.5	$75.49	$342.65
.3	.19	2.8	6.97	.2858	5.385	.289	36.99	89.69

MULTIPLICATION:

9	47	52.89	.9	.28	$.59	$9.84	$2.89	$66.52	61
.4	.58	25	.6	.95	18	12	24	19	.05

DIVISION:

$5\overline{)1.5}$	$6\overline{)15.36}$	$.3\overline{)4.38}$	$1.6\overline{)48}$	$.23\overline{)125}$	$\$.75\overline{)\$21}$	$\$1.75\overline{)\$46}$	$\$.59\overline{)\$18.91}$	$\$1.52\overline{)\$29.32}$

MEASUREMENT TEST

1 foot = _____ inches

1 yard = _____ inches

1 yard = _____ feet

1 mile = _____ feet

1 pound = _____ ounces

1 ton = _____ pounds

1 quart = _____ pints

1 gallon = _____ quarts

1 peck = _____ quarts

1 bushel = _____ quarts

1 bushel = _____ pecks

1 minute = _____ seconds

1 hour = _____ minutes

1 day = _____ hours

1 week = _____ days

1 year = _____ months

1 year = _____ weeks

1 year = _____ days

1 dozen = _____ things

1 gross = _____ dozen

1 gross = _____ things

1 circle = _____ degrees

1 degree = _____ minutes

1 minute = _____ seconds

1 rod = _____ feet

1 rod = _____ yards

1 statute mile = _____ feet

1 nautical mile = _____ feet

1 fathom = _____ feet

1 square foot = _____ square inches

1 square yard = _____ square feet

1 acre = _____ square rods

1 square mile = _____ acres

1 cubic foot = _____ cubic inches

1 cubic yard = _____ cubic feet

1 gallon = _____ cubic inches

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Numbers and Number Systems	Arithmetic Inventory Tests L. R. Special Education Department
A. Counting by 2's, 5's, 10's to 50	
B. Development of place value concepts (100's, 10's, and 1's)	
C. Reading and writing numbers to 100. Use zero as a number, meaning "none"	
D. Value of dollar and coins	Wool, John D., Counting My Money, Using Money Series, Book 1, Phoenix, New York, Frank E. Richards, 1968
E. Knowledge of time (telling time by clock and assoicating time with daily activities)	
F. Measurements: Ordinary units of measure and ordinary measuring tools	
II. Knowledge of Four Fundamental Operations	
A. Addition	
1. Basic vocabulary for addition: many, more, as many as, the same as, problems, count, how many, row, column, draw, one thing, group, sum, answer, all together, add, in all 2. Meaning of addition 3. Meaning of "+" and "=" signs 4. 100 addition facts	Arithmetic Drill Sheets (Special Education Office) Hayes Mastery Arithmetic Drills and Tests: Levels 2, 3, 4
5. Adding 10's 6. Adding two place numbers, no carrying	Ditto sheets from Learning Arithmetic, Grade 4, Parts 1, 2, 3, 4
7. Addition with carring a. Single carrying b. Double carrying	Upton, Clifford and Fuller, Kenneth, American Arithmetic, (Books 3, 4) New York, American Book Co., 1960.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding Numbers and Number Systems	Counting by 2's cards "Kit for Grade 2," Steck-Vaughn "5 Little Animals," Scott Foresman & Co. (free) Health Number Chart, D. C. Heath & Co. Learning to Use Arithmetic Series
A. Oral and written counting by a group; individual counting Writing by 2's, 5's, and 10's on paper, on chalkboard Fill in blanks, Example 1, 2 - 4, 5 - 7, 8 - 10, 11 -	
B. Students count 10 cards, place rubber band around 10 and place in pocket of tens chart; place 10 groups of 10 in hundred charts, etc.	Place Value Charts
C. Students draw number line and a hundred chart Students read numbers from number line and hundred chart	Number Line by Ideal, or teacher-made One Hundred Chart by Ideal, or teacher-made
D. Students use real money to show value. Example: 1 nickel is same as 5 pennies	Teacher-made money chart
E. Give students every chance to tell time. What time they go to first period, bookstore, eat lunch, go home, etc.	Classroom wall clock
F. Work with meaningful situations to see if children can use these units correctly.	Cups, jars, pans, ruler, yardstick
II. Four Fundamental Operations	Magnetic numbers
A. Addition - Administer addition inventory	
1. Teach vocabulary as problems are presented and needs arise.	
2. Demonstrate the process of adding.	
3. Drill with cards using words "and" and "+" sign.	Word cards for "and" and "+" sign, teacher-made
4. Point out facts on Facts Chart and ask student to read them. a. Play Quizmo b. Play Smarty c. Worksheets - ditto d. Students make own number line	Flash cards (addition) Quizmo (addition) Milton Bradley Smarty (addition) Ideal, Grades 2-7 Number line
5. Practice using Place Value Charts and cards for adding 10's.	Place Value Charts
6. Individual worksheets. Problems on chalkboard. Make use of pages from various workbooks.	
7. Column addition on chalkboard, in workbooks, individual worksheets.	

BASIC SKILLS	BOOKS AND MATERIALS
8. Zero in addition 9. Problem solving (Reading problems) 10. Addition of dollars and cents	Learning New Skills in Arithmetic, Levels 2, 3, 4, Continental Press. Practice Exercises in Arithmetic, Levels 3, 4, Continental Press. Alves, Fertsch, and Matthys, The Modern Practice Book in Arithmetic, Level 4, Austin, Steck, 1953. Ditto - Learning Arithmetic, Grade 4, Parts 1, 2, 3, Gel-sten. Workbooks and Textbooks, Levels 2, 3. Chapman, Schulz, and others, The Mott Basic Language Skills Program: Series 300, Basic Numbers and Money, Chicago, Allied Educational Council, 1965. Wool, John, Practical Math Workbook, Phoenix, N. Y., Frank Richards Co. Hartung, Van Engen, and others, Seeing Through Arithmetic, Special Book A., Dallas, Scott Foresman.
B. Subtraction 1. Basic vocabulary for subtraction: few, fewer, enough for each, fewer than, less 2. Meaning of "-" and "=" signs 3. 100 subtraction facts 4. 2-place numbers, no borrowing; 3-place numbers, no borrowing 5. Borrowing once; borrowing twice 6. Zero in subtraction 7. Problem solving (Reading problems) 8. Dollars and cents in subtraction: penny, nickel, cent, dime, coin, half dollar, dollar, quarter, change, signs: ¢, $ 9. Checking subtraction by adding	Arithmetic Drill Sheets (Little Rock Special Education Office) Hayes Mastery Drill and Test Sheets, Levels 3, 4, ditto Workbooks, Levels 3,4 The Modern Practice Book in Arithmetic, Level 4, Steck American Arithmetic, Upton Fuller

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
8. Individual work sheets (ditto)	
9. Students work reading problems from books and workbooks.	Newspapers (ads)
10. Students try to plan a meal from newspaper ads and stay within amount of money they are allowed, such as $5 or $10, and give amount of change received. Actual buying of articles can be done if the teacher collects enough material. Catalogs may be used for clothing. Be sure to include state sales tax.	Newspapers Catalogs Dollars and Cents Value Kit by Ideal, flannel board
B. Subtraction - Administer subtraction inventory	
1. Teach basic vocabulary for subtraction as problems are presented and need arises.	Magnetic Numerals, Instructo Teacher-made signs and cards
2. Students use the "-" and "=" signs and numerals to make up own problems on flannel board or chalkboard.	
3. Students may refer to the chart for facts of which they are not certain. Point to any fact and ask child to read it. Practice using "-" and "=" signs correctly. Have child point out and read doubles. Play Quizmo and Smarty games; drill with flash cards.	100 Subtraction Facts Chart, D. C. Heath & Co. Quizmo - subtraction Flash cards - subtraction Smarty Game - subtraction Levels 2-7
4. Individual worksheets (ditto), workbooks, chalkboard drill.	
5. Drill on chalkboard and worksheets until mastered.	
7. Teacher may read problems aloud to children and help them step by step as a group, and then let children work problems on chalkboard and tell how they worked the problem.	
8. Teach vocabulary as problems are presented. Teach signs as they are presented.	
9. Add the difference, subtrahend to get minuend and write sum on worksheet. Stress importance of checking to be sure work is correct.	Dollars and Cents Value Kit, Ideal, flannel board

BASIC SKILLS	BOOKS AND MATERIALS
C. Multiplication	
1. Vocabulary: multiply, times, equal 2. Meaning of "X" and "=" signs	
3. Multiplication facts	Hayes Mastery Drill and Test Sheets, Level 3, (ditto)
4. Multiplying 2-place numbers by 1-place numbers (no carrying)	Arithmetic Drill Sheets, Special Ed. Office
5. Multiplying 0 and 1	Workbook, Level 3,4
6. Multiplying 3-place numbers by 1-place numbers (no carrying). Multiply 2-place numbers by 2-place numbers (no carrying)	The Modern Practice Book in Arithmetic, Levels 3, 4, Steck
7. Multiply dollars and cents by 1-place numbers	Upton-Fuller, American Arithmetic, Levels 3,4
8. Problem solving (reading and working practical problems)	Learning Arithmetic (ditto) Grade 3, Parts 1, 2, 3, 4, Gel-sten
D. Division	
1. Vocabulary: division, pair, line 2. Division facts in relation to multiplication 3. Meaning of "÷" and "=" signs. Division facts 4. Even division with 1-place divisors (no carrying, no remainders) 5. Problem solving (using above processes and division)	Learning Arithmetic, Levels 4, 5, (ditto) Gel-sten American Arithmetic, Levels 4, 5, Upton-Fuller
E. Fractions	
1. Vocabulary: short-shorter-shortest, small-smaller-smallest, long-longer-longest; big-bigger-biggest, large-larger-largest 2. Concept of half, fourth, whole 3. Solving practical fraction problems	Bohn, Raymond and Wool, John, Useful Arithmetic, Phoenix, N. Y., Frank E. Richards, 1965. Wool, John D., Making My Money Count, Using Money Series, Book 1.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Multiplication - Administer multiplication inventory	
1. Teach vocabulary as problems are presented.	
2. Drill with magnetic numerals and signs. Drill on chalkboard using signs and numerals.	
3. Have children read problems on 90 Multiplication Facts Chart. Children work with Matrix Multiplication Chart and make one. Play Quizmo (Multiplication). Drill with flash cards (multiplication), individual drill sheets and chalkboard.	Matrix Multiplication Chart, Ideal or teacher-made Quizmo (multiplication) Milton Bradley Flash Cards (multiplication)
4. Point to the first column on chart and ask, "What are the answers in this column?"	
5. Individual work sheets, chalkboard	90 Multiplication Facts Chart "Learning to Use Arithmetic" Series D. C. Heath (free)
6. Use drill sheets and chalkboard.	
7. Students practice by finding out how much things cost. Example: 6 cans of corn at 3 for 69¢	Newspapers Catalogs
8. Use as many practical problems in the classroom as possible during candy sales, etc..	
D. Division - Administer division inventory	90 Division Facts Chart
1. Teach vocabulary as problems are presented or as need arises.	
2. Use practical applications.	Quizmo (division), Milton Bradley
E. Fractions - Administer fraction inventory test	
1. Vocabulary is taught in connection with parts of the whole.	Fraction Kit by Ideal, or teacher-made
2. The child cuts out circles. Cut circles in half and work with different pieces. On number line he can see that half of 12 is 6. Use fruit, cloth, candy or anything that can be divided into equal parts.	
3. Solve problems relating to daily living.	

BASIC SKILLS	BOOKS AND MATERIALS
F. Decimals 1. Add - money 2. Subtract - money 3. Multiply - money 4. Divide - money	Newspapers - grocery ads, clothing ads Catalogs Magazines The Mott Basic Language Skills Program, Series 300: Basic Numbers and Money
III. Understanding Measures A. Vocabulary taught in home economics classes, shop classes and situations dealing with practical problems in daily life. B. Concepts of measurement 1. Length - inch, foot, yard, miles 2. Time - second, minute, hour, half-hour, day, month, year 3. Weight - ounces, pound, peck, bushel 4. Quantity - dozen 5. Liquid - gallon, quart, pint, cup, tablespoon, teaspoon 6. U. S. coins 7. Problem solving (using above concepts)	
IV. Understanding social uses of arithmetic A. Expenses of daily living	Newspapers Catalogs Wool, John D., Useful Arithmetic Mott Basic Language Skills Program, Series 300: Basic Numbers and Money

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Decimals	
1. Add cost of food and clothing items, then subtract to see how change would be received from $5.	Newspaper grocery and clothing ads
2. Ditto pages from books to give children practical experience adding and subtracting.	Catalogs
3. Problem solving in decimals, especially in the use of money.	
III. Understanding Measures	
A. Vocabulary: empty, full, half, one-half, halves, one-fourth, quart, pint, half-pint, cup, gallon, inch, foot, feet, yard, mile, seconds, minutes, hours, ounces, pound, ton, dozen.	
B. Concepts of measurements	
1. Let children measure with ruler and yard stick. Girls measure cloth, ribbon. Boys measure lumber, floor, windows, doors, etc.	12" ruler, yardstick
2. Students use calendar in classroom for dating papers. On clock learn what time they eat; what time they change classes; etc.	Clock, calendar
3. Check weight and height. Health nurse will be very helpful.	Scales, basket
	Egg carton
5. Actual measurement will be excellent in home economics classes.	Measuring spoons, cup, jar, pan
6. Children learn value of U.S. coins by going to book store for pencils, paper, candy drive, bus fare.	Real money
7. Solve problems related to daily living.	
IV. Social uses of Arithmetic	
A. Expenses of daily living	Filmstrips: Economic Education Office, Noel McGuire
1. Admissions - shows, ball games	"The Money We Earn"
2. Lunches	"The Things We Buy"
3. Clothing	"The Services We Buy"
4. Food	"What Our Taxes Do For Us"
5. School supplies	"Everyone Uses Money"
6. Parking car	
7. Public transportation	
8. Pay telephone	
9. Concession machines	
10. Speedometer reading	
11. Postage, regular mail, air-mail	
12. Use mail order catalog to compute coast, weight, zone, postage, sales tax.	

BASIC SKILLS	BOOKS AND MATERIALS
B. Problem solving: Presenting and using steps in problem solving 1. Read problem 2. Select necessary information 3. Decide which process is required 4. Computation 5. Check for errors	American Arithmetic, Levels 3, 4, Upton-Fuller Any arithmetic workbook, Levels 3,4

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Problem solving 1. Vocabulary: average, long, wide, narrow, much, tall 2. One-step problems relating to everyday activities 3. Terms of relative position: left-right, beside-before, higher-lower, highest-lowest, next-last-after 4. Terms of relative location: above-up, below-down, top-over, bottom-under, near-close, far-away, on-off, before-behind, in-out	

SCIENCE

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding the Process of Growth A. Physical growth 1. Heredity 2. Diet 3. Exercise 4. Sleep and rest 5. Glands and organs 6. Posture B. Parts and functions of body 1. Skeletal 2. Muscular 3. Circulatory 4. Digestive 5. Respiratory 6. Nervous 7. Glandular C. Emotional growth 1. Controlling emotions 2. Solving social problems 3. Planning goals D. Social growth 1. Getting along with others 2. Being thoughtful of others 3. Using good manners E. Growth in responsibilities 1. Personal 2. Family and peers 3. School and community 4. State and nation	Wilson, Charles and Wilson, Elizabeth, Health and Growth, Indianapolis, Bobbs Merrill, 1961 Wilson, Charles, and Wilson, Elizabeth Health and Happiness, Indianapolis, Bobbs Merrill, 1961 Byrd, Oliver, Jones, Edwina, et. al, Your Health, River Forest, Illinois, Laidlaw, 1963 Barnard, Stendler, and Spock, Science Life Series 5, New York, MacMillan Schneider, Herman and Nina, Science for Today and Tomorrow, Boston, Heath, 1968

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding the Process of Growth A. Check pupils' height and weight with standard health chart borrowed from school nurse. Record each measurement. Measure and weigh pupils again in three months. Compare the two measurements. Raise a small pet (white rat, guinea pig, chicken, etc.) in the classroom. Carefully record its growth rate and eating habits in a notebook and on chart. B. Compare your body and a machine. List differences and similarities. Know purpose of body organs and interrelationship for good functioning. Know purpose, parts, and interrelationship of bones and muscles. Identify joints on self. Examine the joints of a chicken's thigh, leg bone, and wing bone. Know activities that are helpful for good body maintenance. Bring obtainable animal parts to school; for example, heart, kidneys, liver, lungs, of chicken. Study a model of the human body. Emphasize functions of the organs. C. Enact role-playing situations which require emotional reactions. Find pictures of children showing facial expressions. Let class guess which emotion is being expressed. D. Make a list of good manners to be used at home, school, church, in the community, public buildings, hotels, restaurants, businesses, while driving, on a date, or on the telephone. E. Discuss the meaning of responsibility and list ways in which students can exercise responsible behavior.	Films: Little Rock Public Schools 158 "Exercise for Health" 129 "Exercise for Happy Living" 145 "School Courtesy" 322 "Belonging to the Group" Filmstrips: Little Rock Public Schools 184c "Your Face" 184d "Your Figure" 56d "Posture and Exercise" 445d "Taking Care of Your Things" 449b "The Meaning of Adolescence" 444a "Thinking for Yourself" 124h "Working Together" Weight and height charts Scales Pictures showing different emotions

HEALTH - GRADE 7

BASIC SKILLS	BOOKS AND MATERIALS
II. Understanding Needs of the Body A. Food B. Care of the body 1. Care of hair 2. Care of teeth 3. Care of nails 4. Care of ears 5. Care of eyes 6. Bathing 7. Use of deodorants C. Proper clothing and care of clothing D. Preventing illness and disease III. Learning the Importance of Safety A. Safety in the home 1. Cleanliness for health and safety 2. Fire protection in the home a. Fire hazards b. Insurance - home and furniture 3. Prevention of accidents in the home 4. Accidents caused by electrical appliances B. Safety in the community 1. Walking on sidewalks, streets, roads, highways a. Walk on left, facing traffic b. Watch for signal lights c. Vocabulary pertaining to safety d. Symbols pertaining to safety	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
II. Understanding Needs of the Body	
A. Plan balanced menus for one week. Take menus from newspapers or magazines and classify food items according to the four basic food groups. Make posters or notebooks showing well-balanced meals.	
B. Practice correct procedure for washing hands and face.	
1. Demonstrate how to shampoo hair. 2. Demonstrate proper method of brushing teeth. 3. Demonstrate how to manicure nails. 4-5. Discuss proper care of eyes and ears. 6. Discuss importance of keeping clean. Emphasize need for deodorant and effectiveness of baking soda and rubbing alcohol as deodorants.	Filmstrips: Little Rock Public Schools 132e "Care of Hair and Nails" 85d "Rest and Sleep"
C. Discuss ways of caring for clothing.	Resource persons: Physical education teacher Home economics teacher Beautician Dentist or dental hygienist
D. Discuss the necessity of being immunized against diseases.	Films: Little Rock Public Schools 382 "Immunization" 589 "Infectious Diseases" 259 "Cleanliness" 79 "Dental Health" 684 "What We Know About Our Teeth"
III. Learning the Importance of Safety	
A. Draw pictures illustrating safety rules being followed and ignored around the home. Discuss the importance of having insurance on homes and furniture.	
B. Safety in the community	
1. Practice the correct way for walking on sidewalks, streets and highways. Emphasize crossing only at corners or crosswalks. Discuss the importance of wearing something white at night.	

BASIC SKILLS	BOOKS AND MATERIALS

2. Riding and driving safety

   a. Kinds

      1. Bicycle
      2. Car
      3. Bus
      4. Motor bike

   b. Rules and regulations

3. Working together to keep our community safe

   a. Keep litter out of streets, yards, houses
   b. Hazards - fire, drugs, alcohol, sleeping pills, glue-sniffing, strangers

4. Health protection in the community

   a. Public health department
   b. Hospitals
   c. Family doctors
   d. School nurse

5. Fire protection for the community
   a. Telephone number and location
   b. Fire alarm boxes

6. Police protection in the community
   a. Telephone number
   b. City and state

7. Community recreation

C. Safety at school

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Discuss rules for passengers and drivers for safe usage of bicycles, motor bikes, motorcycles, cars, and buses.	Filmstrips: Little Rock Public Schools 89e "Are You Safe At Home?" 89a "Fire Safety" 63c "Safety in the Home" 87a "Home Safety" 506f "How to Have an Accident in the Home" 89d "Don't be a Jerk" (Electricity) 63d "Safety in the Streets" 87d "Safety on Two Wheels" 214a "School Safety" 214c "Street Safety" 89c "Traffic Safety"
3. Elect fire drill monitors and junior fire marshalls. Participate in "Clean Up, Fix Up, Paint Up!" and Fire Prevention Week by drawing posters and writing stories, poems, and songs.	Resource persons: Fireman Policeman Physical education teacher
4. Invite a public health nurse to speak to the class on services available at city or county health centers.	
5. Using the teletrainer, practice calling police and fire departments in an emergency.	
6. Tour the city or county jail or sheriff's office.	
C. Dramatize situations involving violations of school safety rules. Emphasis should be placed on adherence to rules. Elect housekeepers and room monitors to keep room orderly.	

BASIC SKILLS	BOOKS AND MATERIALS
1. In the classroom 2. In the restroom 3. On the stairways and in the halls 4. In the cafeteria 5. In physical education 6. In home economics and shop classes 7. Smoking dangers IV. Acquiring Knowledge of Practical First Aid Procedures A. Accidents 1. Do not move victim 2. Telephone for help 3. Return and stay with victim until help arrives B. Cuts 1. Apply pressure 2. Cleanse 3. Bandage C. Minor burns 1. Douse with cold water 2. Apply medication D. Nosebleed 1. Apply pressure to nose 2. Place cold cloths to back of neck E. Fainting 1. Lower head 2. Use cold applications F. Seizures 1. Use tongue depressor 2. Lay victim down for safety 3. Turn head to side	First Aid Textbook, The American National Red Cross

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IV. Acquiring Knowledge of Practical First Aid Procedures A. Using the teletrainer, practice obtaining help in case of an accident. Emphasize the importance of giving the location and type of accident.	Films: State Department of Education 1255 "First Aid on the Spot" 731 "First Aid (Wounds and Fractures)"
B. Practice applying pressure to control bleeding using compresses and tourniquets. Practice making bandages.	Arrange for the class to participate in a Medical Self Help Course
C. Discuss common items found around home which can be used as medication for burns; for example, tea leaves and baking soda.	
D. Practice first aid procedures for controlling nosebleeds.	
E. Practice first aid procedures for fainting.	
F. Discuss the importance of placing an object in the victim's mouth to protect the tongue.	

HOME ECONOMICS

HUMAN DEVELOPMENT AND THE FAMILY (CHILD DEV.) - GRADE 7

CONCEPTS	BOOKS AND MATERIALS
I. Making Friends with Children	
A. Experiences with children	Young Living, Clayton
B. To understand children helps us to understand ourselves	Homemaking for Teenagers, Book I, McDermott
C. Babysitting problems	
D. Enjoying children	Bulletin board - cartoons
II. Making Children Happy	Adventuring in Home Living, Hatcher, Andrews Exploring Home and Family Living, Fleck
	Adventuring in Home Living, Hatcher, Andrews
III. Helping to Care for Children	Young Living, Clayton
A. Babysitting	
B. Handling an infant	Steps in Home Living, Reiff

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Making Friends with Children	
A. Discuss experiences students have had with young children.	
B. Recall personal experiences you remember before starting to school.	Filmstrip: "Understanding Myself," Teen Guide Series
C. Buzz sessions on "Questions I should like to have answered on babysitting problems"	
D. Collect cartoons illustrating children's behavior.	Comic books Newspapers Magazines
1. Pupils relate fully sayings or doings they have heard or observed. 2. Pupils describe incidents of good times they have had with children.	
II. Making Children Happy	
A. Discuss kinds of play for small children.	Filmstrip: "Keeping Children Happy," McGraw-Hill
B. Pupils collect pictures of toys and other playthings and discuss safety of each.	Toy books Department store catalogs
C. Make safe simple toys from clothespins, empty boxes, and other items.	
1. Make up a children's story about the toy. 2. Tell the story to the class using the toy to act out the part.	
III. Helping to Care for Children	
A. Make a survey of class to determine how many students are responsible for caring for younger children.	Filmstrip: "Sitting Safely," McGraw-Hill
1. Discuss "What I would expect of a babysitter if I were a mother." 2. Discuss "Business aspects of babysitting." 3. Teacher and student set up list of rules that are important for a babysitter.	
B. Handling an infant	
1. Discuss reasons babies cry. a. What to do when baby cries. b. Why you must be careful handling an infant.	School nurse

HUMAN DEVELOPMENT AND THE FAMILY (CHILD DEV.) - GRADE 7

CONCEPTS	BOOKS AND MATERIALS
C. Safety is a must	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
2. Demonstrate and practice by using baby doll. a. Holding a baby b. Bottle feeding c. "Burping" d. Changing diapers and dressing	Baby doll and layette
C. Safety is a must	
1. Collect newspaper articles about children's accidents and discuss how they might have been prevented. 2. Discuss what you would do in the following situations: a. If an accident occurred b. If a stranger asked to use the telephone c. If two small children quarreled over toys 3. Each student makes a checklist to determine how responsible she is for a child's safety.	

HUMAN DEVELOPMENT AND THE FAMILY (Relationships) GRADE 7

CONCEPTS	BOOKS AND MATERIALS
I. The meaning of self	
A. Character Traits	Steps in Home Living, Florence M. Reiff Young Living, Clayton Exploring Home and Family Living, Fleck, Fernandex, Munves Teenage Living, Ahern
B. Heredity	Junior Homemaking, Jones & Burnham Teen Guide to Homemaking, Barclay & Champion
C. Self-Analysis	
II. Family relations	
A. Parents	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. The meaning of self A. Traits 1. Have a "Talk Time" discussing different personality traits in individuals. Give examples of good and bad characteristics. 2. The teacher and the students organize skits demonstrating the actions of a person who is jealous, selfish, self-centered, argumentative 3. Make a copy of traits from blackboard into a personal character sheet. Check those (good and bad) which apply to you. 4. Throughout this unit, work on the traits you wish to improve. 5. Make a bulletin board with an organ-grinder holding balloon strings. Pass out different colored balloons of construction paper. Students write personality trait on each balloon. Added recall is brought out as each student pins her balloon onto a string.	Family Life Series, Metropolitan Life Insurance Company Personality Development Series, Agricultural Extension Service S.R.A. Guidance Series Booklets Bulletin board on character traits Filmstrip: McGraw-Hill "Getting Along With Others" Series "Personal Appearance" "Personal Relationship"
B. Heredity factors 1. Display baby pictures of class members and pictures of their families to show likenesses. Try to name each baby picture on the bulletin board. 2. Make a list of the ways your classmates have changed since they were little. 3. Discuss ways in which you are like your parents in appearance, habits, mannerisms, and disposition. 4. Recall some ways you are completely different from your parents.	
C. Analysis 1. On one sheet of paper begin keeping a list of "Things I Like About Myself"; on the other, "Things I Need To Improve." 2. Discuss ways in which your position in the family affects your development. 3. Discuss ways one changes physically.	Filmstrips: "Your Family and You", Guidance Discussion Series "How To Live With Parents", S.R.A. Series "Girl Alive", S.R.A. Series "Growing Up From Childhood To Maturity"
II. Family relations A. Parents 1. Compile a list of things you do that cause trouble with your parents. Study about some of the problems and make a list of things you can do to help get along better.	

CONCEPTS	BOOKS AND MATERIALS
B. Brother-Sister	
C. Friendships	Your Manners Are Showing, Betz, Betty
D. Boy-Girl relationships	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
2. Discuss reasons why doing our share at home enhances good parent-child relationships. 3. Role play a situation which shows families enjoying activities together. Point up how this helps to form strong family ties which, in turn, cause each to assume a share of family responsibility.	
B. Brother-Sister	
1. Discuss what you expect of your brothers and sisters and what they have a right to expect of you. 2. Make a list of the ways you are like your brothers and sisters. List ways in which you differ. 3. Have each student tell one thing she particularly likes about a brother or sister. Find out what that brother or sister likes about her.	"Getting Along with Brothers and Sisters" S.R.A. Series Filmstrip: "Brother-Sister Relationship", Cathedral
C. Friendships	
1. Discuss the way a new student might feel in your school. Ask class members if they have ever moved into a new school situation where they knew no one. Let them share some of their experiences and feelings. 2. Make up and act out a playlet involving several girls and how they react with a new girl in school. 3. Each class member should decide how to be interested in a new student and list on the board ways she might make her feel more comfortable in her new surrounding. 4. Point out what you expect in a good friend. After listing these qualities, decide how many of them you have. Think of a friend of yours, and without naming her, tell the class why you like being with her.	Film: "Personal Relationships", Young America, Inc.
D. Boy-Girl relationships	
1. Discuss the attraction between the sexes. 2. Discuss the danger of pick-ups and blind dates. 3. Invite speakers to address group of students on venereal diseases and illegitimate births. 4. Invite a representative from the Welfare Board or a health nurse to discuss counseling services concerning the problems of unwed mothers. 5. The class prepares several skits to demonstrate how one can refuse courteously an invitation to smoke or drink. 6. Discuss the advantages the non-drinker has over a drinker and make a list of these advantages.	Filmstrip: Quality filmstrips by Cathedral "Understanding Your Love Feelings" Filmstrip: "Learning About Love & Sex", Cathedral Welfare Board Health Nurse S.R.A. Guidance Series, Booklet 5-1022 "What You Should Know About Smoking and Drinking" Appendix-Story, "I'm Sorry, Tom" Film: "Human Growth", E. C. Brown Trust

CONCEPTS	BOOKS AND MATERIALS
I. Meaning of Food	Wilson, Health and Growth, 1961 Fleck, Fernandez, Munves, Exploring Home and Family Living, 2nd Ed. 1965 Flash Cards Pictures of foods with names of each
II. Eating Habits	Landis, Building Your Life Reiff, Steps in Home Living
III. Four Families of Food	Basic 4 Food Chart Booklet -"Four Food Families" Teacher source Flannelgraph - Allstate Supply, Inc. Little Rock, Arkansas Flash cards: Basic four groups
IV. Laboratory Equipment	Hatcher, Andrews, Adventuring in Home Living
V. Tools for Food Preparation	
VI. Safety in the Kitchen	Byrd, Jones, and Landis, Your Health

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Meaning of Food	
A. Study and discuss: meaning of food as related to history, hospitality, religion, emotions, literature, and the future.	Filmstrips: Proctor and Gamble "Foods Through the Ages "The Meaning of Foods" "The Wonderful World of Foods"
Review filmstrips.	
B. Oral reports - origin of foods	Daily newspapers
	Magazines: Better Homes and Gardens, Good Housekeeping, Ladies Home Journal, Family Circle, Woman's Day
C. Start vocabulary list	Field trips: Bakery, Meat Packing
II. Make a check list on eating habits as to never, sometimes, usually, always.	
A. Discuss eating habits.	
B. Discuss why the body needs food.	
III. Make a study of four "families" of food.	
A. Game: "Meet the Food Family"	Filmstrip: "Go, Grow and Glow with Carnation"
B. Class discussion: Foods eaten for each meal. Display food models.	"Food Models," Dairy Council
C. Cut pictures - make a picture book for the "Four Family Groups."	Magazines
D. Identify foods in each group.	Newspapers
IV. Demonstration: teacher-pupil identification and use of appliances	Resource person: Arkansas Louisiana Gas Company "Use and Care of the Range" "Magic Suitcase" (washer-dryer)
V. Game: "Identifying Tools: for food preparation Discuss proper use of equipment and tools.	Filmstrip: "Teflon in the Kitchen," Dupont
VI. Safety in the Kitchen	
A. Discuss use and care of knives, can openers, and hot pans.	

FOOD AND NUTRITION - GRADE 7

CONCEPTS	BOOKS AND MATERIALS
VII. Cleanliness	Fleck, Fernandez, Munves, Exploring Home and Family Living
VIII. Suitable Clothing for Laboratory Lessons	Hatcher, Andrews, Adventuring in Home Living
IX. Laboratory Procedure	Jones, Burnham, Junior Homemaking
X. Work Plans	
A. Work areas and equipment location	Olrke, Bess V., Mealtime
B. Sharing duties	Carson, Ramee, How You Plan and Prepare Meals Rhodes and Samples, Your Life in the Family
C. Cleaning procedure	Reiff, Florence, Steps in Family Living
XI. Cookery Terms	
XII. Measurements	
A. Measuring equipment	
B. Proper methods of measuring	Clayton, Young Living
XIII. Table Manners	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
B. Discuss prevention of accidents in the home.	Filmstrips: McGraw Hill "Safety in the Kitchen" "Kitchen Safety"
C. Discuss use and care of electrical connections.	
VII. Discuss the importance of cleanliness in relationship to food and health.	School Nurse
VIII. Student demonstration on proper dress.	Filmstrip: "Charm by Choice," National Urban League Association Film
A. Make and use check list for keeping clothing clean and neat.	
B. Points to check in judging one's grooming.	
IX. Select groups and work areas.	Filmstrip: McGraw Hill, Boone Company "Food Preparation Center"
X. Plan for working in the laboratory.	
A. Study diagram of work areas and equipment location.	"Orderliness in the Kitchen"
B. Rotating duties: Discuss the importance of sharing responsibilities.	"How to Save Thirty Minutes a Day" Rubbermaid Company
	Magazines - pictures and articles Good Housekeeping, Better Homes and Gardens, House and Garden, House Beautiful, Family Circle, Woman's Day
C. Discuss dishwashing and cleaning procedures.	"How to Save Thirty Minutes a Day"
XI. Explanation and demonstrations of cooking terms.	Filmstrip: McGraw Hill "Cooking Terms"
XII. Explanation and demonstrations on measuring.	Filmstrips: Arkansas State Department
A. Compare and contrast the various kinds of measuring cups. 1. Liquid measures 2. Dry measures	"Measuring Accurately"
B. Practice measuring properly.	"Measuring"
XIII. Dramatize good and poor table manners.	Filmstrip: Kimberly Clark "Date for Dinner"

CONCEPTS	BOOKS AND MATERIALS
XIV. Table Setting	Niles, C. B., Table Service Reiff, Steps in Home Living Bulletin board Basic Table Setting, pupil-prepared
XV. The Importance of Breakfast	Wilson, Health and Growth American Dairy Council, Food Models and Literature Carnation Company, Right Eating Keeps You Swinging
XVI. Meal Preparation	Teacher-made sample, Time and Work Schedule
A. Work plans, written: include jobs and time	Flannel graph
B. Laboratory Experiences	Recipe files
C. Laboratory evaluation	Teacher-made sample copy of evaluation

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
XIV. Table Setting A. Discuss basic table setting. B. Each pupil draw an illustration of basic table setting. C. Teacher demonstrate basic table setting, pupils practice.	
XV. The Importance of Breakfast A. Have a class discussion on the foods that you eat for breakfast. B. Discuss: breakfast in other areas. C. Study breakfast patterns for planning. D. Have a breakfast menu-planning party.	
XVI. Meal Preparation A. Discuss the purpose of the work plan and how to use it. Review measuring procedures, table setting. B. Prepare following foods (suggested) 1. Cocoa 2. Cinnamon toast 3. Cheese toast and apple sauce 4. Deviled egg salad and crackers 5. Chef's salad 6. Chocolate chip cookies C. Evaluate each lab lesson, using forms.	Magazine: Co-ed

CONCEPTS	BOOKS AND MATERIALS
I. The Meaning of Home to You	Steps in Home and Family Living, Florence Reiff
A. House	Flip chart "The Homes We Live In" Teacher-made
B. Apartment	
C. Duplex	
II. Being a Good Family Helper	"Learning to Work with Others"
A. Sharing	Bulletin board Keys to Happy Homes
B. Alone	
III. Organization of Home for Storage	"Resource Materials for Developing Homemaking Programs in Arkansas," State Dept. of Education, Vocational Department
A. Convenience	Flannel graph on storage - Teacher-made show "One Girl Who Did - One Girl Who Did Not"
B. Privacy	Flip chart "Do you look-listen?" Terms to be used. Teacher - made
IV. Solving My Problems in Sharing My Room	Teen Guide to Homemaking, Barclay & Champion Adventuring in Home Living, Hatcher & Andrews
V. Acessories You Can Make	Your Home and You, Greer and Gibbs Steps in Home Living, Florence Reiff Exploring Home and Family Living, Fleck
	Adventures in Home and Family Living, Hatcher & Andrews
	Accessories you can make

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Discuss "What home means to me." Collect and display pictures of homes of various types. Organize into groups. A. House B. Apartment C. Duplex	Magazines: Better Homes and Gardens Home and Garden Good Housekeeping
II. List responsibilities of family members. Discuss the home in which you live. A. List number of family members. B. Describe the work you do alone; with others. C. What is your responsibility?	Filmstrips: Proctor and Gamble "The Road to Responsibility" "Focus on Family Wash" Flip chart: "Together We Do It"
III. Socio-Drama: "Why can't I find my shoes?" "Late for school because I couldn't find my notebook." "Where is my umbrella?" "I don't have anything to wear." A. Demonstrate covering with wallpaper or painting hat boxes, or shoe bags for storage. 1. Determine how they should be arranged. 2. Find pictures and make notebook about a girl's bedroom, emphasizing storage.	Display of: Shoe racks, boxes, bags Skirt and blouse hangers Shelf arrangement Cartoons from magazines on family storage problems Display "the ideal closet"
IV. Develop skit showing agreements within the family for sharing. A. Display personal aids used on dresser. B. Illustrate closet storage in your room. How do you share in the use of your closet?	Display pictures of "families who share" Pleasing dresser arrangements Useful drawer dividers Pegboard on inside closet for extra storage
V. Make stocking and lingerie bags, shoe boxes.	Display of accessories such as: Stocking and lingerie bags Drawer dividers and space makers

CONCEPTS	BOOKS AND MATERIALS
VI. Attractive homes: clean homes A. Cleaning my bedroom	Exploring Home and Family Living, Florence Reiff Steps in Home Living, Florence Reiff Building Your Life, Wallace & McCullar Flip chart Bedmaking, furniture arrangement, cleaning, Teacher-made
B. Arrange for convenience	Bulletin Board Design a dream room, idea from Seventeen Magazine, 1968

HOUSING - GRADE 7

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
VI. Attractive homes	
A. Discuss and use a check list.	
1. Do you have a plan for cleaning your room? 2. What is your job daily, weekly, occasionally? 3. How often do you change the linens? 4. Do you have a closet? 5. Who shares your room? 6. Where do you study?	Displays: Various cleaning needs
B. Complete booklet on "Making My Room Attractive and Useful" with pictures and room layout. Cut out pictures from magazines.	Pictures of improvised study areas

CONCEPTS	BOOKS AND MATERIALS
Good Grooming A. Menstruation B. Bathing C. Deodorants D. Sleeping habits E. Good elimination	Steps in Home Living, Florence Reiff, Bennett Co Teen Guide to Homemaking, Barclay and Chapion, McGraw-Hill Co. Young Living, Clayton, Bennett Co. Exploring Home and Family Living, Fleck, Fernandez & Munves, Prentice-Hall Your Health, Byrd, Jones, Landis, Morgan, Laidlaw Leslie Uggams Book of Beauty, Leslie Uggams

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Discuss the necessity of good personal hygiene. A. Menstruation 1. Discuss the physiology of menstruation . 2. Show film on menstruation. 3. Discuss importance of cleanliness during menstruation. 4. Display sanitary aids and find advertisement of each as well as cost of aids. B. Taking a bath 1. Discuss the procedures of taking a tub bath,shower, sponge bath. 2. Discuss bathtub safety for all ages. Students find pictures of good and bad safety practices in the bathroom. 3. Teacher should emphasize to students that one must never touch electrical appliances and water at the same time. C. Use of deodorants 1. The teacher explains to students about the necessity for the use of deodorants. 2. Prepare a talcum powder-baking soda deodorant. Students bring advertisements of deodorants to note variations. D. Sleeping habits 1. Students discuss reasons that keep persons from going to sleep. 2. Students keep a record of the number of hours of sleep they get each night for three nights. 3. Students make notebook containing pictures of clean bedding, proper ventilation, and proper lighting. E. Elimination 1. Discuss the importance of good elimination and find pictures of those foods which promote good elimination. 2. Show pictures of people exercising.	Film: "The Story of Menstruation" Association Films Booklets: "Very Personally Yours," Kimberly Clark "Guide for Retarded Girls," Kimberly Clark Teacher's Instructor Kit, Kimberly Clark Bulletins: "Through the Looking Glass," Proctor & Gamble "The Beauty of You," Avon "Dial Soap Bulletin," Armour Company Filmstrips: "Five Magic Mirrors" Proctor & Gamble "A B C's of Beauty," Avon "You and Your Grooming," McGraw-Hill "Charm by Choice," Association Films Magazines Newspapers Displays of various deodorants Displays of bathing equipment

CONCEPTS	BOOKS AND MATERIALS
F. Posture	
G. Dental care	Bulletin Board showing food good for teeth--bad for teeth
H. Facial care	
I. Hair care	
J. Make-up	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
F. Maintain good posture 1. Discuss the effects of poor posture. Class find pictures showing good and bad posture. Discuss reasons people slouch. 2. Plan "Miss Correct Posture Contest." The girl observed the least number of times with poor posture wins. Prepare a posture score card. 3. Class practice standing tall and straight several times a day. 4. Each class member sit on a chair in front of a full-length mirror, maintaining good posture.	Filmstrip: "Your Figure," McGraw-Hill Film: "Your Posture," Young America Film Company
G. Dental Care 1. Demonstrate how to brush teeth. 2. Make a toothpaste from salt and soda. 3. Discuss and observe different kinds of toothbrushes. 4. Class find advertisements of different toothpastes, brands, sizes.	
H. Facial care 1. Have students draw different facial shapes. Class help each student decide her facial shape. 2. Cut out pictures of people with different facial shapes. 3. Discuss: Care of the teen-age complexion.	Filmstrip: "Your Face," McGraw-Hill Wall Chart: "I Have a Secret," Campana
I. Hair care 1. Discuss hair styling. Have students show pictures of hair styles best for them. Have cosmetologist come in and comb hair (styling it). 2. Demonstrate the proper way of cleaning a brush, comb, rollers. 3. Demonstrate the correct procedure of preparing for and shampooing the hair.	Filmstrip: "Your Hair," McGraw-Hill Resource person: Cosmetologist
J. Make-up 1. Demonstrate how to wash one's face properly. Students bring soap advertisements and discuss prices between various brands. 2. Class and teacher discuss proper use of make-up. 3. Class members interview boy peers as to their feelings about girl classmates wearing eye make-up, etc. 4. Demonstrate proper application and use of powder and lipstick. 5. Class experiment with different fragrances of cologne.	The Chanel Alphabetized Folder and Chart by Chanel, Inc. Assortment of sample fragrances

CONCEPTS	BOOKS AND MATERIALS
K. Manicuring	
L. Clothes care	
. . .	
II. Selection of Clothing	Bulletin board "This or That" (correct and incorrect color and design combinations)

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
K. Manicuring 1. Demonstrate how to manicure fingernails and toenails. 2. Appropriateness of style for occasion: polish color. length	Display manicure equipment "Guide to Nail Care," Revlon, Inc.
L. Clothes care 1. Discuss shoe and hosiery fit. 2. Demonstrate polishing and shining shoes. 3. Demonstrate how to wash hose. 4. Demonstrate how to put on hosiery. 5. Make a chart of schedules for clothes care. 6. Prepare an attractive booklet on all examples of good grooming. 7. Students make samples of hemming; place in notebook. 8. Practice replacing hooks and eyes, snaps, buttons on sample materials; place in notebook.	Filmstrips: "How to Buy Shoes," J. C. Penney "Your Hands and Feet," McGraw-Hill
II. Appropriate clothing for the individual and the occasion A. Practice choosing becoming clothing. 1. Discuss figure types. 2. Have illustrated talk on effects of color, design, and line on individual's size and appearance. 3. From resources determine "your" styles and list in notebook. 4. Have a"Style for Me" class session. Partners stand in front of mirror and decide each girl's type. 5. Select pictures showing your best styles and mount in notebook.	Filmstrip: "The Well-Dressed Teen-Ager" from Teen Guide Homemaking Series. McGraw-Hill 97-35 "How to Select Fabrics for Garments" J. C. Penney
B. Discuss appropriate dress for the occasion. 1. Make a poster showing appropriate dress for various occasions. 2. Playlet, "This or That." Part of students wear ill-fitting clothes, poor color and design combinations. Others show good selections. Students make up the playlet describing their dress.	

CONCEPTS	BOOKS AND MATERIALS
III. Sewing Equipment A. Individual	Singer Wall Charts of Sewing Machine Upper Threading and Bobbin Preparation
B. Use and care of department equipment 1. Iron and pressing equipment 2. Sewing machine	
IV. Construction A. Simple construction techniques 1. Pressing 2. Measuring 3. Pin-basting 4. Straight seam 5. Directional pressing 6. Edge stitching 7. Machine hemming 8. Hand hemming 9. Tacking	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
III. Sewing equipment: Selection and Use A. Choice of individual equipment 1. Distribute duplicated list and display individual equipment needed for laboratory work. 2. Demonstrate ways to "mark" equipment. 3. Practice locating fractions on large one-inch class model. 4. Make individual enlarged one-inch measure and practice locating fractions. 5. Practice wearing a thimble. 6. Practice basic skills in handling a threaded needle. 7. Learn and practice how to tie a knot. 8. Practice cutting straight on scrap fabric. 9. Discuss safety measures with shears, pins, chair legs, sewing machine, iron. 10. Demonstrate how to pass shears--practice.	Display sewing equipment such as: shears, needles, tape measure, pin cushion Yard lengths of suitable fabrics for construction project Bulletin board illustrations Samples of techniques Swatches of suitable fabric for construction project
B. Use and care of department equipment 1. Teacher demonstrate use and care of iron. Practice plugging and unplugging iron cord, and setting iron control for fabric to be used in construction project. 2. Sewing machine a. Practice correct posture at the sewing machine. b. Demonstrate and practice machine operations. Feed control Upper threading Bobbin preparation Pivoting Storage of machine between uses	Filmstrips: "Singer Sewing Machine Equipment." Bishop, Part I "Selection and Treatment of Fabric" "Machine Stitching and Seams" "Tools for Sewing" "Teen Guide Homemaking Series." McGraw-Hill Film: "Sewing Fundamentals," Young America Films Singer - Paper Stitching Charts Individual Threading Charts
IV. Construction A. Demonstrate and practice simple construction techniques. 1. Press scrap materials for use in making samples. 2. Review measuring of fractions. Measure and cut sample pieces. 3. Pin-baste a sample seam for stitching. 4. Start and end a seam with back stitching. Use 5/8" guide line. 5. Directional pressing of sample seam. Press seam open flat. 6. Edge stitch a sample to show preparation for hemming both hand and machine hems. 7. Machine stitch hem in upper edge of tote bag.	

TEXTILES AND CLOTHING - GRADE 7

CONCEPTS	BOOKS AND MATERIALS
3. Preparation	
4. Additional projects	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
8. Blind hem-stitch a sample hem. 9. Tack grosgrain ribbon to scarf.	
B. Suggested project: simple tote bag, fringed headscarf	Mimeographed patterns and instructions
1. Fabric study	
a. Examine cotton fabrics suitable for project, discussing color and design. b. Discuss characteristics of suitable fabrics and contrast with those unsuitable. c. On paper, mount cotton fabric samples giving approximate cost.	
2. Purchasing fabric	
a. Determine amount of fabric needed for project and make a shopping list. Figure approximate cost for project. b. Examine cardboard bolts for information. c. List new words on board and identify.	Cardboard bolts with fabric information
3. Preparation of fabric	
a. Pull a thread and straighten fabric. b. Tear a piece of firmly woven cotton. c. Straighten "grain" of a piece of fabric.	
4. Additional projects: bean bag, felt comb case, washcloth scuffs	

7th Grade Home Economics
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Pamphlets

"Food Models and Literature", American Dairy Council.

"Right Eating Keeps you Swinging", Carnation Milk Co.

SOCIAL STUDIES

BASIC SKILLS	BOOKS AND MATERIALS
In order to competently fulfill their civic responsibilities as citizens of the state in which they live, our pupils must be familiar with the history, natural resources, industrial developments, and recreational facilities of that state. They must also develop a sense of pride and appreciation for their state. A brief, but comprehensive, study of Arkansas is essential in promoting these objectives. Although basal text and activities are suggested, teachers should not adhere to them alone, but use their own imagination and ingenuity in making the unit lively and interesting as possible. I. Developing Skills Which Will Be Used Throughout the Unit A. Knowledge and understanding of map and globe skills 1. Find directions 2. Learn the scale of a map and figure distances 3. Locate places on maps and globes 4. Express relative locations 5. Read map symbols 6. Distinguish between physical and political maps 7. Use highway map for location 8. Use legends on maps 9. Interpret map symbols and visualize what they represent B. Use sources of information 1. Encyclopedias and other reference books 2. Newspapers, magazines and pamphlets 3. Libraries C. Organize and evaluate information D. Interpret graphic materials II. Acquiring Knowledge of the Location of Arkansas	Knoop, Grant, Arkansas Yesterday and Today, Philadelphia, Lippincott McKnight, O.E. and Green, Amy J., Living in Arkansas, Norman, Oklahoma, Harlow Pine Bluff Elementary Teachers, Arkansas, Pine Bluff, Arkansas, Board of Education Pine Bluff Elementary Teachers, Arkansas, I Salute Thee, Pine Bluff, Arkansas, Board of Education Presson, Hazel, The Story of Arkansas, Little Rock, Arkansas, Democrat Printing and Lithographing, 1965 Map Skills for Today, Columbus, Ohio, American Education Publications Table and Graph Skills, Columbus, Ohio, American Education Publications Arkansas (Enchantment of American State Books) Chicago, Children's Press The Arkansas Encyclopedia (Kit of material form Arkansas Industrial Development Commission, distributed one per school)

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Developing Skills Which Will Be Used Throughout the Unit A. Make a salt map of Arkansas or the United States. Use city and state maps to estimate distances.	Wall size maps of Arkansas (political and physical) and United States Road maps of Arkansas Films: State Department of Education 260 "Maps and Their Meaning" 554 "Maps - Land Symbols and Terms"
B. Familiarize pupils in the use of the atlas, encyclopedia, card catalog.	Films: "All Around Arkansas", Humble Oil & Refining Co., distributed by Modern Talking Picture Service, 214 S. Cleveland, Memphis, Tennessee
C. Discuss and evaluate opinions of the class regarding various political candidates, school rules, and other controversial issues.	"Revolution in the South", Public Relations Dept., Lion Oil Co., El Dorado, Arkansas
D. Make up simple tables and graphs about Arkansas for the class to read. More advanced students can make their own graphs and tables from information provided by the teacher.	"This is Arkansas," Arkansas Publicity and Park Commission
II. Acquiring Knowledge of the Location of Arkansas	Filmstrip: 3742 "Exploration of America" Society for Visual Education (Chicago, Illinois)

BASIC SKILLS	BOOKS AND MATERIALS
A. Geography vocabulary	Allsopp, Fred, Folklore of Romantic Arkansas, (Volumes I & II), New York, Groilier Society
B. Country, section and bordering states	Bailey, Bernadine, Picture Book of Arkansas, Racine, Wis., Whitman
III. Acquiring Knowledge of the Physical Features of Arkansas	Barnes, Royl S., Facts, Figures and Functions of Arkansas State and Local Government, Camden, Arkansas, Hurley
A. Land regions	Finger, Charles J., High Water In Arkansas, Crossett
	Fraser, Hoy, and Magenis, Our State, New York, American Book Company
B. Waterways and lakes	Lenski, Lois, Cotton in My Sack, Philadelphia, Lippincott
	Turner, Marguerite, Petit Jean, Camden, Arkansas, Hurley
C. Springs and caves	Songs: "Arkansas", Eva W. Barnett "Arkansas Traveler" "Arkansas, My Arkansas" "The Arkansas Fiddler" "The Arkansas Mule" "That Lucky Feeling"
IV. Acquiring Knowledge of the History of Arkansas	
A. Indian tribes	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
A. Vocabulary: border, boundary, city, county, state 1. Pronounce and define each term. 2. Use each term in a sentence. 3. Draw a map of Arkansas and place map symbols for each term on the map. B. Draw a map of Arkansas and place each border state in its correct position. III. Acquiring Knowledge of the Physical Features of Arkansas A. Vocabulary: coast, highlands, key (map), lowlands, mountain, plain, river, spring (water) 1. Pronounce and define each term. 2. Locate symbols for terms on a physical map. 3. Draw, label, and color a physical map of Arkansas. Make a map key. B. Draw a map of Arkansas and locate the major rivers and lakes: Arkansas, Mississippi, St. Francis, Saline, Ouachita, Red, Black, White, Lake Hamilton, Lake Ouachita. C. On a map of Arkansas locate: Mammoth Springs, Eureka Springs, Hot Springs, Diamond Cave IV. Acquiring Knowledge of the History of Arkansas A. Activities 1. Make a poster about mound builders and bluff dwellers. 2. Look at pictures of mounds in an encyclopedia. 3. Draw pictures of Indian tools. 4. Draw Indian designs. 5. Make clay pottery. 6. Weave grass mats. 7. Collect Indian artifacts. 8. Compare Indian customs with ours. 9. Reports on Indian paint, pottery, tools, beliefs 10. Reports on Indian legends of the area	Filmstrip: Little Rock Public Schools 245a "Territorial Restoration" Films: State Department of Education 1451 "Fossils: Clues to Prehistoric Times" 5566 "Indians of Early America" 1304 "Indians of the Plains" 202 "La Salle" 779 "Pioneers of the Plains" Resource persons: Speaker from Arkansas Historical Society on Indians of Arkansas League of Women Voters representative to demonstrate use of a voting machine Field trips: Arkansas Museum of Natural History Mounds of Toltec, Arkansas Arkansas Territorial Restoration Quapaw Area Tour (Little Rock) Dogpatch, U.S.A. McArthur Park, when appropriate exhibits are on display Doll Museum at Eureka Springs State Capitol and grounds Old State Capitol State Legislature (when in session) Supreme Court (when in session) Local court house and jail

BASIC SKILLS	BOOKS AND MATERIALS
B. Early explorers C. Different countries to which Arkansas has belonged D. Political parties E. State symbols and songs VI. Acquiring Factual Information on Arkansas Education A. Schools B. Libraries C. Museums VII. Understanding Factors that Affect the Economy of Arkansas A. Location B. Climate C. Industries 1. Agriculture 2. Manufacturing 3. Mining 4. Transportation 5. Tourism	Arkansas Almanac, (Encyclopedia of Arkansas), Arkansas Almanac Company Baerg, W.J., Birds of Arkansas, Fayetteville, University of Arkansas Crump, Bonnie L., Arts and Crafts of the Ozarks, Eureka Springs, Arkansas, Time Echo Harper, C.A., Conservation in Arkansas, Little Rock, Arkansas, Democrat Printing and Lithographing Moore, Dwight, Trees of Arkansas, Little Rock, Arkansas, State Forestry Commission Flat pictures: Little Rock Public Schools Teacher Aids Library (8 color prints) Sp 59 Important Minerals Sp 60 Broadleaf Trees Sp 63 Familiar Fresh Water Fish Sp 66 Wild Animals

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. List explorers of Arkansas and the countries they represented. C. On a U.S. map color the Louisiana Purchase and name each state carved from it. D. Discuss purposes of political parties and have students bring in articles about the activities of different parties. Hold a mock state election. E. Students illustrate and/or describe state symbols. VI. Survey the local community for location of state supported schools and colleges, museums, and libraries. Make a community map of class findings.	Films: Arkansas Publicity and Parks Commission "State Institutions of Arkansas" "State Institutions of Higher Learning" Resource person: Older person to tell about schools in early days of Arkansas Films: State Game and Fish Commission "Arkansas Hunters' Paradise" "Arkansas Fabulous Fishing" "Highlights" "License Dollar" Films: Arkansas Publicity and Parks Commission "Adventure in Arkansas" "Holiday in Arkansas" "Lakes and Rivers of Arkansas" "State Parks of Arkansas" "Trout Float" "Arkansas Aluminum" "Arkansas Industry" "Timber Town" (Crossett) "Aluminum on the March", Reynolds Metal Co., Malvern, Arkansas
VII. Understanding Factors that Affect the Economy of Arkansas C. Survey the local community to find types of jobs available. Survey the class to find types of jobs their parents have and how they relate to the community. Discuss jobs suitable for class members and availability in their community. Consider the possibility of having to leave the community to obtain employment. 1. Draw a map of Arkansas and illustrate with major products placed in their respective areas. Make a classroom exhibit with sample products of Arkansas. 5. Plan an imaginary trip by bus or car and visit places of interest in Arkansas. The class may plan the trip, decide how much money to spend report each day on happenings and adventures of the trip. Correlation with skill subjects may be made in many phases of this activity.	Films: State Department of Education 998 "Forest Conservation" 997 "The Forest Produces" 836 "Forests and Conservation" 566 "Conservation of Natural Resources" 971 "Arteries of Life" 218 "The Changing Cotton Land" Field trips: Devil's Den State Park Diamond Cave (Jasper, Ark.) Diamond Mine (Murfreesboro, Ark.) Hot Springs National Park Lonoke Fish Hatchery Petit Jean State Park

BASIC SKILLS	BOOKS AND MATERIALS
D. Cities of Arkansas	
E. Parks and playgrounds	
VIII. Understanding the Need for Conservation Policies in Our State	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Draw a map of Arkansas and locate major cities: Little Rock, North Little Rock, Pine Bluff, Fort Smith, El Dorado, Hot Springs, Texarkana, Helena, Fayetteville, Blytheville, and Jonesboro. E. Draw a map of Arkansas and locate national and state parks. VIII. Invite a speaker from the State Forestry Commission to speak to the class.	

BASIC SKILLS	BOOKS AND MATERIALS
I. Acquiring Factual Information and Knowledge of the United States A. Basic information 1. Physical features a. Mountains b. Deserts c. Plains 2. Population centers a. Cities b. Sparse areas 3. Climate 4. Business and industries 5. Vacation areas 6. Transportation systems a. Air b. Surface c. Water d. Underground	Barrows, Harlan, Parker, Edith, Sorensen Clarence, The American Continents, Chicago, Silver Burdett Co., 1959 Map Skills for [illegible]day, (Weekly Reader Practice Book 4), Columbus, Ohio, American Education Publication Know Your World, (a special weekly newspaper), Columbus, Ohio, American Education Publications Brown, Gertrude, Your Country and Mine - Our American Neighbors, Boston, Ginn and Co., 1965 Table and Graph Skills, (Weekly Reader Practice Books A-B), Columbus, Ohio, American Education Publication
B. Information from maps, graphs, charts 1. Legends 2. Symbols 3. Scales	Wall maps: World, North America, United States (political and physical) Globe Weather map Population map
II. Acquiring Knowledge of the South A. Location 1. States 2. Mississippi River 3. Important cities	Wall map of the United States Desk maps of Arkansas Elementary Atlas Daily newspaper

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Acquiring Factual Information and Knowledge of the United States A. Have current events discussions daily. Prepare a current events bulletin board. 1. Describe the landscape near the school. a. Name the tallest mountain in the United States. b. Locate on a landscape map deserts in the United States. c. Locate on a landscape map plains in the United States. 2. Name the big cities of our country. Make a list of cities and states the class has visited. 3. Cut out a weather map from the newspaper. Discuss the weather for the day from the weather map. 4. List different things people do for a living in our country. 5. Name big industries of our country. Have pupils tell about interesting places they've visited or would like to visit. 6. Make a class mural depicting modern transportation systems or the development of transportation. Have pupils bring to class or draw pictures of various modes of transportation.	Films: Little Rock Public Schools 456 "Maps and Their Meaning" 347 "Maps and Their Uses" Films: State Department of Education 5549 "Maps-Land Symbols and Terms" 260 "Maps and Their Meaning" 5570 "Maps-Coastal Symbols and Terms" 5826 "Geography of the United States: Introduction" 1400 "Language of Maps"
B. Study the legend, or key, to a map to know what the colors, dots, and other symbols stand for. Name and locate the American continents on a globe or wall map. Use political map which shows states, major cities, and continents. Find Arkansas on a globe; on a United States map. On a globe and a map locate: equator, North Pole, South Pole. Correlate Map Skills for Today booklets with appropriate units of study. Correlate Table and Graph Skills with appropriate units of study.	
II. Acquiring Knowledge of the South A. On a wall map locate the Southern states, the Mississippi River, and major Southern cities.	

BASIC SKILLS	BOOKS AND MATERIALS
B. Settlement	Lenski, Lois, Houseboat Girl, Philadelphia, Lippincott
C. Industries	Lenski, Lois, We Live In the South, Philadelphia, Lippincott
1. Farming a. Tobacco	McGuire, Edna, They Made America Great, New York MacMillian
b. Rice c. Cotton d. Soybeans, corn and other vegetables e. Fruits f. Cattle, hogs, horses g. Poultry	Simon, Charlie May, Robin on the Mountain, New York, Dutton
2. Mining a. Bauxite b. Oil	
c. Other minerals	
3. Manufacturing a. Tobacco factories b. Textile mills c. Paper mills d. Steel mills e. Shoe factories f. Aluminum plants g. Furniture factories	
D. Transportation	
1. Water travel 2. Air travel 3. Land travel - highways	
III. Learning About the Middle West	
A. Location	
1. States included 2. Leading cities	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Discuss the adventures of LaSalle, Ponce de Leon, DeSota and other explorers of the South. Trace their routes on a map. C. Industries 1. List some of the newest machinery used by farmers. Tell how Southern farming has changed. a. Describe the growing and harvesting of tobacco. Name tobacco centers of our country. Describe a tobacco curing building. b. Visit a rice field in your area. c. Describe the growing of cotton. d. List fruits and other agricultural products grown in the South. e. Prepare a classroom display of products grown in the South. 2. Mining a. Tell about the importance of bauxite to the state and nation. b. Name the oil-producing states. Tell about a producing oil well you've seen. Name oil towns of Arkansas. c. Name minerals found in the South. Name minerals of Arkansas. 3. List products manufactured in the South. Name products manufactured in Arkansas.	Films: State Department of Education 856 "Making Shoes" 5749 "Rice, America's Food for the World" 218 "The Changing Cotton Land" 1183 "Geography of the Southern States" 167 "Mississippi River - Lower River" 804 "Southeastern States" 5382 "New South" Field Trip: Winrock Farm
D. Draw pictures of flatboats and keelboats. Name different ways class members have traveled.	Field Trip: Municipal Airport
III. Learning About the Middle West A. Locate states of the Middle West. Name them. Name important cities and tell why each is important. Describe a visit to Chicago.	

BASIC SKILLS	BOOKS AND MATERIALS
B. Industries 1. Farming a. Cotton in the Middle West b. Corn Belt c. Dairy Belt d. Hog Belt e. Fruits and vegetables 2. Manufacturing a. Meat processing b. Leather goods c. Cereals d. Cosmetics e. Automobiles 3. Mining 4. Lumbering a. Kinds of forests b. Use of forest products (1) Pulp (2) Newsprint 5. Transportation a. Air travel b. Water c. Super-highways d. Railroads	
IV. Learning Facts About the Great Plains A. Location 1. States 2. Important cities B. Industries 1. Farming a. Cattle b. Wheat c. Corn 2. Mining	Encyclopedia

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Industries 1. Locate the hog-corn-cattle belt. Name uses of corn.	Films: State Department of Education 5954 "The Corn Farmer" 761 "Middle States" 5697 "Geography of the North Central States" 964 "Cattle Drive" 217 "Cattle and the Conrbelt" Field Trip: Packing House
e. Name cities in which automobiles are manufactured. Tell about assembly line work. Name the makers of cars. Tell the class of a visit to an automobile plant. 3. Find pictures of ore vessels used on the Great Lakes.	
5. Find the cost of a round-trip plane and bus ticket to Chicago. Describe the importance of the St. Lawrence Seaway.	
IV. Learning Facts About the Great Plains A. Location 1. Name and locate the states of the Great Plains. 2. Name and locate the largest cities. Name the cities in the Great Plains that you have visited. Tell the class about a visit to one of the cities. B. Report on early buffalo hunters.	Films: State Department of Education 5873 "The Great Plains : From Green to Gold" Little Rock Public Schools "Wheat Farmer"

BASIC SKILLS	BOOKS AND MATERIALS
V. Acquiring Information About the Eastern United States A. Location 1. States 2. Important cities 3. Important features a. The National Capital b. Appalachian Mountains	
B. Settlement 1. First settlers along the coast a. Fur traders b. Lumbermen and the lumbering industry c. Farmers and agricultural products d. Fishermen e. Hunters 2. Trade and industries a. Exporting of fish, timber, horses	Homespun materials Government pamphlets on forests Newspapers Magazine pictures Highway maps Travel aids Picture postcards

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Acquiring Information About the Eastern United States A. Location 1. Name and locate the states in the Northeast region. 2. Locate on a map the largest cities in the Northeast. Find pictures of New York City for bulletin board. Report of foreign visitor about his mother country List places you would like to visit in the Northeast. Give a reason for your choice. Report on why the Northeast became so thickly populated. 3. Important features a. Describe a visit to Washington, D.C. Watch T.V. programs originating in Washington, D.C. Write to Chamber of Commerce, Washington, D.C., for pamphlets. Report on: "Interesting places in Washington, D.C." See the program, "Tour of the White House" Make a list of things you can see at the Smithsonian Institute. Give a report to class on each of the memorials or monuments. b. On a map, find the Appalachian Mountain chain. Find pictures of Appalachian dairy farms. Describe the work of a coal miner. Find out how coal is formed. Read stories about mine workers. List uses or iron and steel. B. Settlement 1. First settlers along the coast a. Find pictures of early traders. Report on Indians exchanging furs for European products. b. Find pictures of loggers. c. Describe life on an early farm in the Northeast. Tell how early settlers made their corn meal. Find pictures of a spinning wheel, cotton gin. Name some new miracle (man-made) materials. Name some important cities located on streams. d. Describe a whaling expedition. List uses made of whales. 2. Trade and industries a. Name the kinds of fish found in New England. List ways of preserving fish. Name kinds of fish you have eaten. Name kinds of fish you have caught. Give a report on shellfish. List several uses of the forests. Name national forests. (Two in Arkansas).	Films: State Department of Education 1181 "Geography of New England" 770 "Northeastern States" 439 "Vermont" (This Land of Ours, Series) 952 "Massachusetts" 1243 "Geography of the Middle Atlantic States" 308 "New York City" 437 "Washington, D.C." Filmstrips: Little Rock Public Schools 349a "Northeast, the Region" 427a "Northeast" 44v "Northeastern" - Part I 45a "Northeastern States" 4a "Early Settlers of New England" Films: Little Rock Public Schools 2 "New England Fisherman" 22 "Early Settlers of New England" 309 "New Hampshire" 302 "Massachusetts" 304 "Maine" Films: State Department of Education 373 "Pioneer Life in Early New England" 1141 "Fur Trapper of the North" Films: State Department of Education 799 "Shellfishing" 769 "New England Fisherman"

SOCIAL STUDIES - UNITED STATES - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
b. Salt-making c. Ship building (first industry of New England) d. Slave trade e. Imported products f. Trade with Indians (barter) g. Ocean trade 3. Water transportation a. Hudson and Mohawk Rivers b. Used by traders and trappers c. Great Lakes 4. Effect of the Industrial Revolution a. Cities located on streams b. Use of water power c. Textile mills d. First coal for fuel e. Steam age f. Electric age g. Atomic age VI. Learning Facts About the West A. Location 1. States 2. Cities 3. Mountains 4. Rivers B. Settlement and early history C. Industries 1. Farming a. Fruit farming b. Vegetables c. Nuts 2. Fishing 3. Salt refineries 4. Meat processing 5. Fish canneries	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
c. Explain why the Northeast became a ship building area. d. Give a report of early slave ships sailing to New England from Africa.	Films: State Department of Education 5865 "The Middle Atlantic Seaboard Region: Great Lakes" 804 "Story of St. Lawrence Seaway" 297 "The Great Lakes-Highway of Commerce"
3. Water transportation a. Locate the Hudson and Mohawk Rivers. b. Locate the Great Lakes and the Erie Canal. c. Describe fur trapping along the Great Lakes. 4. Name important cities located on rivers or streams. Locate manufacturing centers in New England. Have someone tell about a visit to a textile mill. Make a list of products made in the Northeast. Bring to class samples of minerals. List minerals found in New England.	Field Trips: Nearby factory papermill
VI. Learning Facts About the West A. On a map locate the West. 1. Name the states of the West. 2. Name the cities you have visited. 3. Locate mountains. 4. Locate rivers.	Films: State Department of Education 728 "Far Western States" 771 "Northwestern States" 805 "Southwestern States 1003 "Visit with Cowboys" 6071 "Cattleman: A Rancher's Story" 5979 "Herds West" 950 "Arizona" (This Land of Ours, series) 1182 "Geography of the Rocky Mountains" 1074 "Salmon Story"
B. Tell about the "gold rush" of the "Forty-Niners."	
C. Industries 1. Farming a. List fruits grown in the West. b. List vegetables produced in the West. Name ways of preserving the fruits and vegetables. Check canned food labels to learn if any were processed in the West. 2. Tell the story of the life of a salmon. 3. Where are the salt refineries located? 4. Name meat-processing plants in Arkansas.	Films: Little Rock Public Schools 147 "Cattle and the Corn Belt" 75 "Cattle Country" 172 "Cattle Drive"

BASIC SKILLS	BOOKS AND MATERIALS
6. Processing of fruit and vegetables 7. Mining a. Silver b. Gold c. Copper d. Uranium e. Oil 8. Livestock raising a. Cattle b. Hogs c. Sheep 9. Lumbering a. Lumber b. Pulp c. Plywood d. Veneer	
10. Tourism a. Information on National Parks and other vacation areas (1) Grand Canyon (2) Yellowstone (3) Sequoia (4) Yosemite (5) Glacier (6) Bryce (7) Painted Desert (8) Petrified forests	Pamphlets on National Parks Viewmaster - (National Parks)
b. Disneyland	Samples of petrified wood
c. Great Salt Lake	
VII. Acquiring Information About Our Outlying States A. Alaska 1. Location	Map of Alaska
2. Transportation a. Air travel b. Land travel	Pamphlets and travel folders on Alaska

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
6. Tell how peaches, grapes, and apricots are preserved. 7. Show the importance of mining.	
8. Name kinds of livestock raised in the West. Describe branding day on a cattle ranch. Watch national rodeos on television. Tell the class about an Arkansas rodeo performance.	
9. Locate the forest areas. Name several uses of the forests. Explain how plywood is made. Describe giant redwoods. Tell how logs are sent to mills.	Films: State Department of Education 321 "Morning Star" 5964 "National Parks-Our American Heritage" 5463 "Yosemite" 914 "Natural Resources of the Pacific" 216 "The Lumber States"
10. Tell the class about some national park that you have visited. Name places you would like to visit in the West.	
b. Watch Walt Disney programs on television. Let pupils tell about their visit to Disneyland, Great Salt Lake, or Carlsbad Caverns. c. Find out why the Great Salt Lake is salty.	Filmstrips: Little Rock Public Schools 102a "Alaska" 69e "Alaska" 44a "Alaska", General
VII. Acquiring Information About Our Outlying States A. Alaska	Films: State Department of Education 482 "Alaska: A Modern Frontier" 5640 "Alaska: The 49th State" 5601 "Alaska: USA"
1. Locate Alaska on a map. Find the capital of Alaska. Locate Mt. McKinley on the map. 2. Trace the Alcan highway on a map. Find pictures for the bulletin board.	Films: Little Rock Public Schools 580 "Alaska: The 49th State" 213 "Eskimos"

BASIC SKILLS	BOOKS AND MATERIALS
(1) Highways (2) Railroads c. Water travel 3. Industries a. Farming b. Mining c. Cattle raising d. Sheep raising e. Fishing industries (1) Kinds of fish (2) Preservation f. Fur industry 4. Future of Alaska B. Hawaii 1. Location 2. Industries a. Farming b. Fishing C. Tourism 1. Pleasant climate 2. Tropical vegetation 3. Volcanoes 4. Swimming VIII. Acquiring Knowledge of Canada and Its Importance to U.S., North America, and the World A. Location B. Industries 1. Lumbering 2. Fur hunting 3. Fishing 4. Farming 5. Mining	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
3. Industries a. List fruits that grow in Alaska. Locate fruit and vegetable growing areas of Alaska. List geographic factors in the growing of the vegetables. b. Name minerals found in Alaska. c-d. Tell how cattle and sheep are raised in Alaska. e. Name methods of preserving fish. f. Describe the making of fur clothing for tourists in Alaska. 4. List reasons why you would like to visit Alaska. List potential and natural resources found in Alaska. B. Locate Hawaii on a map 1. Locate the capital. Find pictures on Hawaii for the bulletin board. 2. Report on a Hawaiian sugar plantation. Name important products of Hawaii. 3. List reasons for visiting Hawaii.	Resource speaker: Person who has lived in or visited Hawaii Films: State Department of Education 5639 "Hawaii - The 50th State" 1366 "Hawaiian Islands - Chief Industries" 1365 "Hawaiian Islands - Their Nature and Origin" Films: Little Rock Public Schools 200 "Hawaii" 575 "Hawaii - 50th State"
VIII. Acquiring Knowledge of Canada and Its Importance to U.S., North America, and the World A. On a world map, find Canada. Name the capital of Canada. Name the provinces. B. List the products the United States imports from Canada. List products Canada imports from the United States. List the main industries of Canada.	Film: Little Rock Public Schools 187 "Canada" Filmstrips: Little Rock Public Schools 381a "Canada's New Farmlands" 65 "Story of Wheat (Canada)" 69b "Industrial Province of Canada" 69d "Pacific Canada" Films: State Department of Education 6012 "Canada: Atlantic Provinces" 6013 "Canada: Pacific Provinces" 6014 "Canada: The Praire Provinces" 5827 "Canada: Geography of the Americas" 965 "Canada: World Trade" 6011 "Canada: The Industrial Provinces"

BASIC SKILLS	BOOKS AND MATERIALS
IX. Acquiring Knowledge of Our Neighbor, Mexico A. Location B. Industries 1. Farming a. Cattle, sheep, and goats b. Fruits and vegetables c. Sugar cane d. Coffee 2. Mining 3. Lumbering 4. Tourism	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
IX. Make a Collection of Mexican-Made Products. A. Locate Mexico on a map. B. Find the population of Mexico City in a world almanac. Tell about a visit to an open market. b. Name fruits grown in Mexico. Name vegetables grown in Mexico. 4. List reasons for visiting Mexico.	Films: State Department of Education 5811 "Mexico, Land and People" 5631 "Mexican Village Family" 1478 "Mexican Village Copper Makers" Films: Little Rock Public Schools 502e "Native Mexican Handicrafts" 9e "Pueblo Pottery" 503a "Farmers of Mexico" 502 "Mexico Town and Country Life"

FUNCTIONAL ENGLISH

ENGLISH - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
I. Developing Oral Communication	Tincher, Ross, Reynolds, and Simpkins, Success in Language for Slow Learners, Chicago, Follett
A. Using oral communication in social situations	
1. Use clear, distinct speech.	
2. Use correct pronunciation.	
3. Use complete sentences.	
4. Conversational manners	Pamphlets and materials from the Telephone Co.
a. Introductions b. How to keep a conversation going c. How to act at a party d. How to act during an interview e. How to behave in church, auditorium, movies, drive-ins	
B. Use of the telephone	Turner, Richard, The Phone Calls You Make, Turner - Livingston Comm. Series, Chicago Follett, 1966
1. Manual use of the telephone	
2. How to use the directory	
3. Improve listening skills	
a. To develop the topic b. Modulate the voice	
C. Utilizing oral communication in pre-vocational preparation	
1. Applying for jobs such as paper boys	
2. Applying for volunteer jobs	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Developing Oral Communication	
A.	
1-2. Give a phonetic inventory to see if the students need any remedial work in phonics. Develop activities to improve this skill. Use tongue twisters and choral reading. First the students hear their own voices and stress inflecting the voice to avoid monotonous speech. Give them sentences to read and let them demonstrate how voice inflection can change the meaning.	Tape Recorder
3. Give oral and written work on answering in complete sentences until this skill is instilled in them. Stress correct grammar.	
4. Use role playing to teach introductions and other conversational skills.	
Ex: Interview an applicant for a job.	
Introduce guests at a party.	
B.	
1. Explain how to dial local and long distance numbers. Discuss who to call in emergency situations.	Telephone directory
2. Review the order of listing in the white and yellow pages. Give students a chance to work with the yellow pages. Give a list of different workers you might need to locate and let students find them in this section.	Tele-Trainer from the Telephone Company Films and filmstrips on the use of the phone The telephone company
3. Dramatize phone calls. Practice conversations with emphasis on good manners. Discuss what you do and do not talk about on a phone; why monopolizing the phone can cause dangerous situations. Let students hear how loud, shrill voices sound on the phone. Let the pupils make a bulletin board on telephone courtesy.	Films: Little Rock Public Schools 502 "Effective Listening"
C.	
1. Dramatize a job interview. Stress: Listening to what the adult says; looking at him, answering question with, "yes, sir" or "yes, Mr."	
2. Act out how to collect money for papers or drives. Stress approaching the housewife in a courteous way.	

BASIC SKILLS	BOOKS AND MATERIALS
3. Behaving in a doctor's office	
II. Developing Written Communication	
A. Developing writing skills	
1. Manuscript	
2. Cursive	Play It Cool In English, Chicago, Follett
B. Social and personal use of written communication	Colton, Davis, & Hanshaw, Living Your English, Bostin, D.C. Heath, 1964
1. Friendly letters 2. Invitations 3. Thank you notes 4. Budgets 5. Grocery lists 6. Class assignments	Special Education Guide IV, Let's Write a Letter, Pierre, S.D. 57501
C. Vocational use of written communication	
1. Filling out applications 2. Writing letters of application 3. Letters asking for information or materials 4. Ordering from catalogs	
III. Developing Grammatical Skills	Grizzard, Mabel Youree, Language Exercises, Austin, Texas, Steck, 1965
A. Sentence structure	Dawson, Miller, & Zollinger, Language for Daily Use, Revised, Yonkers, N.Y., World Book Co.
1. Kinds of sentences 2. Capitalization 3. Punctuation	Varnado, Jewel, Learning Our Language, Book 2 (WK) Austin, Steck - Vaughn Co., 1968 Wolfe, Wright, Olson, and Valentine, English, Your Language, Level 4 (WK), Boston, Allyn & Bacon 1963

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
3. Since many schools or jobs require a doctor's examination, let the children act out how they should behave in a doctor's office.	
II. Develop Written Communication	
A.	
1. Give drill activities to improve manuscript writing - use materials that require manuscript such as filling out applications or school enrollment cards.	Penmanship Wallstrips Enrollment cards Application blanks
2. Give drill activities to improve cursive writing - emphasize slant, spacing, height of letters. Stress that there are times when pens are appropriate and times when pencils are.	
3. Every written paper is a writing lesson.	
B. Give letter writing practice for each type of letter. Stress form and indentation.	Stationery
4. Have pupils make out budgets for a certain allowance. Keep expenditure records.	
5. Make grocery lists using newspaper.	
C. Fill out different types of applications. Write a letter asking for information on a subject or asking for materials.	Applications Stationery Catalogs
III. Developing Grammatical Skills	Films: Little Rock Public Schools 283 "Making Sense with Sentences" 279 "Building Better Paragraphs"
A. Introduce one or two rules at a time and repeat as often as necessary. Have the children write sentences illustrating the rules. After sufficient practice, give some dictation.	

BASIC SKILLS	BOOKS AND MATERIALS
a. Periods b. Question marks c. Commas d. Exclamation marks e. Quotation marks B. Grammar and usage 1. Parts of speech 2. Correct tenses 3. Avoid double negatives 4. Singular and plurals 5. Possessives 6. Contractions IV. Developing Reading Skills A. Increasing vocabulary 1. Increase word power 2. Antonyms 3. Synonyms 4. Homonyms B. Working with sounds C. Follow directions D. Context clues E. Getting the facts F. Locating the answer G. Retention and recall H. Use of newspapers I. Reading for protection and safety J. Reading for pleasure	Reading Skill Builders, Pleasantville, N.Y., Reader's Digest Services, Inc. S.R.A. Reading Laboratory Boning, Richard A., Specific Skill Series Working with Sounds C-D Following Directions C-D Using the Context C-D Getting the Facts C-D Locating the Answer C-D Rockville Center, N.Y., Barnell Loft, 1962 Turner, Richard H., The Newspapers You Read, (WK), Chicago, Follett, 1965 Lawson, Gary, Newspaper Reading, Elk Grove, Calif., Elk Grove Unified School District Heavey & Stewart, Teen-Age Tales Series, Bk., A-D, Boston, D.C. Heath, 1962 Coleman, Berres, Hewett and Briscoe, The Deep Sea Adventure Series, San Francisco, Harr Wagner Rambeau and Rambeau, The Jim Forest Readers, San Francisco, Harr Wagner

BASIC SKILLS	BOOKS AND MATERIALS
V. Improving Spelling	Kottmeyer & Ware, Basic Spelling Goals, St. Louis, Webster, 1960 (at the student's level)
A. Develop a consistent method in learning to spell.	
1. Pronunciation of words 2. Meanings of words 3. Use of words in sentences	
B. Use correct spelling in other academic areas.	
VI. Library Skills	
A. Alphabetizing	Thorndike - Barnhart Dictionaries: Beginning, Junior, and Advanced Dallas, Scott, Foresman
B. Using guide words as clues	
C. Finding different meanings of words	
D. Using the table of contents and index	
E. Simple atlas work	
F. Finding articles in catalogs	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Improve Spelling	
A. Start with an inventory test. Place the pupil on the proper spelling level. Concentrate on functional words.	
B. Correct misspelled words in all written work in all areas.	
VI. Library Skills	
A. Visit the school library and explain the way to use the card catalog. Let the children learn to alphabetize and file by letting them file whole class work into name folders.	Film: Little Rock Public Schools 468 "Using the Dictionary" Dictionary Encyclopedia Catalogs

FUNCTIONAL MATHEMATICS

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Numbers and Number Systems	100 Number charts
A. Counting by 2's, 5's, 10's, to 100; by 100's to 1000	Upton, Clifford B., American Arithmetic, Grades 3,4, New York, American Book Co., 1960
B. Reading and writing numbers to 1000 C. Knowing the value of money	Lennes, N.J. & Traver, L.R., Essential Drill and Practice in Arithmetic, Grades 3,4, River Forest, Laidlaw.
D. Reading and writing United States money in decimal form	Hayes, Arithmetic Drill & Tests, Levels 3,4, (ditto), Wilkinsburg, American, 1963
E. Understanding arithmetic symbols. Use symbols: percent - %, dollar sign - $, comma - , apiece - @, cents - ¢.	Shea, James T., Working with Numbers, Workbook 3,4, Austin, Steck, 1956 Make Believe Ruler, Nifty. Large 12" ruler on one side. Arabic and Roman numerals on other side
F. Understanding time and its uses G. Understanding measurement and its uses	Arithmetic Inventory Tests, L.R. Special Education Department
H. Reading Roman numerals through XII (for clocks and chapters)	
II. Understanding Fundamental Operations	Upton, Clifford B., American Arithmetic, Level 4,5, New York, American Book Co., 1960
A. Addition 1. Column addition of 1-place and 2-place numbers to 6 addends 2. Zero in addition 3. Carrying single and double	Learning Arithmetic, Grade 4, Part 3, Gel-Sten ditto sheets
4. Dollars and cents	
B. Subtraction	Alves, H.F., and others, The Modern Practice Book in Arithmetic, Levels 4,5, Austin, Steck 1953

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding Numbers and Number Systems	
A. Students count orally. Write numbers by 5's, 10's. Count familiar objects.	Filmstrips: L.R. Teaching Aids Dept. 523a "Let's Play Numbers" 438a "The Game of How Many"
B. Write numbers by 5's, 10's.	
C. See how many different ways students can illustrate the value of money. For example, show the class a half-dollar. Ask them to list all the coins they can, which when added, equal fifty cents.	436d "Time and Money" 62g "Order of Operation"
D. Let students prepare a monthly budget for a family of four or fill out bank deposit slips.	472a "Using and Understanding Division Objects" 436h "Work and Play with Numbers" 9&10
E. Let students match signs and symbols with words on paper or chalkboard. See how many they can find in newspapers used in day to day activities.	Newspapers
F. Help students read a timetable.	Audio-visual
G. Administer inventory test on measurements.	
H. Students see the Roman and Arabic numbers side by side. Practice finding chapters in books and telling time on a clock with Roman numerals. Drill sheets from ditto books.	Field Trip: Roman numerals on monuments and cornerstones
II. Understanding Fundamental Operations	
A. Addition	
1. Administer addition inventory test. 2. Ditto worksheets for student practice. 3. Students can make up problems from newspapers and catalogs, Ex. give students $10 to buy clothes. Stress accuracy in adding purchase prices so budget will not be overspent. 4. Count real money in class, demonstrating various denominations equaling same values.	Jenn Publications: duplicated workforms C131, C138, B132, B133, B134, B135, B137 Filmstrips: L.R. Teaching Aids Dept. 83f "Zero, A Place Holder" 62a "Addition and Subtraction" 438s "Experience with the Thermometer, and with Money" newspapers, catalogs
B. Subtraction	Jenn Publications, duplicated workforms C140, C141, C142, C143, C144, C145, C146, C147, C148

BASIC SKILLS	BOOKS AND MATERIALS
1. Subtraction limited to 4-place numbers 2. Single, double, borrowing and carrying 3. Zero difficulties 4. Dollars and cents	
5. Checking subtraction by addition	
C. Multiplication	
1. Multiply 3-place numbers by 1-place numbers. Carrying from 1's to 10's 2. Zero in dollars and cents	Upton, Clifford B., American Arithmetic, Books 3,4,5, New York, American Book Co., 1960
D. Division	
1. 2-place divisors (no carrying, no remainders)	Wool, John D., Using Money Series, Book II Making My Money Count, Phoenix, Frank E. Richards, 1968 (Workbook)
E. Fractions	
1. Concepts of 1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 2/3, 3/4 2. Addition 3. Subtraction 4. Multiplication 5. Division	
F. Decimals	
1. Addition 2. Subtraction 3. Multiplication 4. Division	
III. Measures	
A. Inch - foot - yard	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Administer subtraction inventory. 2. Ditto worksheets for student practice. 3. Show zero values and method of borrowing from zero. 4. Students can make up problems from newspapers and catalogs. Ex. give students $10 to buy groceries and let them determine correct change. 5. Emphasize importance of checking problems.	
C. Multiplication 1. Administer Multiplication Inventory. 2. Demonstrate and work problems on chalkboard. 3. Give individual worksheets to students.	Jenn Publications, duplicated workforms C177, C179, C186, C189 Filmstrips: L.R. Teaching Aids Department 438g "Experiences with Numbers" 438h "Experiences with Comparisons"
D. Division 1. Administer Division Inventory. 2. Individual worksheets to students. 3. Work problems on chalkboard.	Jenn Publications, duplicated workforms, C188, C190
E. Fractions 1. Administer fraction inventory tests. 2. Students make and use fraction kits. 3. Boys use fractions in measuring boards for Industrial Arts. 4. Girls use measuring spoons and cups in Home Economics.	Filmstrips: L.R. Teaching Aids Department 434g "Advancing in Quality" 431a "What is a Fraction" Fraction Kit
F. Decimals 1. Administer Decimal Inventory test. 2. Individual work sheets. 3. Chalkboard drill.	Filmstrips: Little Rock Teaching Aids Department 434e "Changing Fractions to Decimals and Decimals to Fractions" 434a "Meaning and Reading of Decimals"
III. Measures: Emphasis placed on practical applications A. Measuring for woodworking problems using inch, foot, yard, etc. Measuring of of clothing material using foot, yard, and inches. Selling ribbon and rugs by the inches, foot, and yard.	Filmstrips: 81a "Units of Measurements" 439a "Using and Understanding Simple Measures" 423b "Early Time Telling" 439b "Using and Understanding the Calendar" 12" ruler, yard stick Jars and pans, pint, quart, and gallon containers

BASIC SKILLS	BOOKS AND MATERIALS
B. Pint - quart - gallon C. Ounce - pound - peck - bushel D. United States coins E. Telling time F. Calendar G. Other: dozen - pair IV. Social Uses of Arithmetic A. Money 1. To know its value and be able to make change 2. Earning money 3. Trips; bus, train, plane fares 4. Buying clothes for special occasions 5. Planning and buying food for a party or special occasion B. Problem solving 1. One and two step problems relating to everyday activities 2. Averages 3. Percentages	Upton, Clifford B., American Arithmetic, Levels 4,5, New York, American Book Co., 1960 Alves, H.F. and others, The Modern Practice Book in Arithmetic, Levels, 4,5, Austin Steck, 1953 (Workbook)

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. In cooking recipes using cups, pints, teaspoons (Home Economics). Buying gasoline by the gallon.	
C. Buying spices by ounce, rice by pound, vegetables by bushel, peck.	Scales
D. Learning names of coins and their value.	Real money
E. Create time problems for children to solve.	Clock
F. Keep a calendar in room with special days and events marked.	Classroom calendar
G. Name items purchased by the dozen or pair.	Egg carton, gloves, shoes
IV. Social Uses of Arithmetic	
A. Use daily newspaper for ads. Discuss daily use of money in cafeteria, school, bookstore, shopping, public transportation, recreational activities.	Pamphlet: Money: Master or Servant (free) Public Information Department, Federal Reserve Bank, New York, N.Y. 10045 Resource person: Mr. Sidney Kaegie, Better Business Bureau, Pulaski County Filmstrips: Office of Economic Education L.R. Public Schools "The Work We Do" "The Things We Make" "The Money We Earn" "The Things We Buy" "The Services We Buy" "The Rules We Follow" "What Our Taxes Do For Us"
B. Problem solving 1. Individual worksheets for students 2. Make up some problems for board work which apply to student's own Industrial Arts and Home Economics.	Filmstrips: L.R. Teaching Aids Department 437a "Work and Play with Problems" 471e "Learning About and Using Pennies, Nickles and Dimes" 530c "Storekeepers, Number Concepts" 437d "Time and Money"

SCIENCE

SCIENCE - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
I. Acquiring Knowledge About the Earth Through Reading and Observing A. Shape B. Composition of the earth C. Movement of the earth D. Land forms E. Water on the earth	Beauchamp, Wilbur, and Blough, Glenn O., Science is Experimenting, Chicago, Scott Foresman, 1962 Thurber, Walter A., Exploring Science, Boston, Allyn & Bacon, 1962 Schneider, Herman and Nina, Science for Today and Tomorrow, Columbus, Heath, 1968 Ramsey, Burchley, Modern Earth Science, New York, Holt, Rinehart & Winston, 1965
II. Identifying and Understanding Things on the Earth A. Animals 1. Animals with backbones a. Mammals b. Birds	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Acquiring Knowledge About the Earth Through Reading	Little Rock Teaching Aids Department Films:
A. Study a globe Make a paper-mache relief map of the earth.	276 "Our Big Round World" 88 "Our Shrinking World" 615 "The Mountains" 456 "Maps and Their Meanings"
B. On a globe, look for the hemispheres with most land and water. Collect and discuss samples of soil and rocks in local area.	A Globe Filmstrips: Little Rock Public Schools 21d "Story of Mountains" 76d "Story of the Earth We find In Rocks" 213f "Story of Volcanoes" 352e "Surface of the Earth"
C. Illustrate movements of the earth by using class members as earth, moon, and sun. Discuss influence of movement on air, weather, temperatures. Using outline map, ball, or balloon, place equator, tropic of Cancer, tropic of Capricorn, arctic and antarctic circles and climate zones. Shine flashlight on rotating ball. Demonstrate rotation which causes day and night and produces seasons. Using flashlight and tennis ball, illustrate four phases of moon; draw and label four phases.	Films: State Department of Education 5927 "Erosion - Leveling the Land" 5839 "Wonder of Water" 6056 "The River Valley"
D. Collect and label pictures of mountains, hills, plains, deserts, oceans, lakes, rivers, jungles, etc.	
E. Make reports on necessity, kinds, and supplies of: 1. Fresh water, hard, and salt; salt water - its abundance 2. How water is purified and where local supply is obtained. 3. How water becomes polluted, the different types of water-borne diseases	Visit local waterworks
II. Identifying and Understanding Things on the Earth	Films: Little Rock Public Schools 672 "Animal Communities and Groups" 409 "Animal Homes" 542 "Animal Town of the Prairie" 492 "Animal Life at Low Tide" 588 "Animals Protect Themselves" 541 "Animals at Work in Nature" 476 "Animals in Autumn" 623 "Animals in Spring" 30 "Animals in Winter" 463 "Beach and Sea Animals" 540 "The Frog" 78 "Common Animals of the Woods" 136 "Birds Are Interesting" 349 "Birds of the Country" 533 "Birds in the Winter"
A. Make an animal book containing notes and pictures of animals. Have a classroom pet show. Draw pictures of animals. Visit the zoo. Visit the Game and Fish Commission.	
1. Classify animals with backbones. a. Bring a guinea pig to class. Keep a weekly chart of its growth. b. Make a bird book containing notes on birds and pictures or drawings.	

BASIC SKILLS	BOOKS AND MATERIALS
c. Reptiles d. Fish e. Amphibians (double life) 2. Animals without backbones a. Insects b. Spiders c. Mollusks 3. Needs of animals 4. Uses of animals B. Plants 1. Identifying plants a. Trees b. Flowers c. Vegetables d. Vines and weeks 2. Source of plants a. Seed b. Root c. Bulb 3. Parts of plants 4. Needs of plants 5. Uses of plants	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
c. Make a reptile book. Keep notes, pictures, and drawings on reptiles. Make a list of things made from reptiles (shoes, bags, belts, etc.) Know how reptiles help maintain "balance in nature" d. Make a notebook on fish. Keep notes, pictures, drawings. Have someone bring a skeleton of a fish to class. e. Get some frog eggs and tadpoles from a pond. Watch for the tadpole to change into a frog. Make a book on amphibians. Keep notes, pictures, and drawings.	Films: State Department of Education 688 "Animals in Modern Life" 351 "Realm of the Wild" 496 "Reptiles and Their Characteristics" 497 "Toads" 473a "Frogs, Toads, Turtles, and How They Grow" 564 "Biography of a Fish" 151 "Field Day at a Fish Hatchery" 535 "Life in the Ocean" 525 "Life in the Sea" Vocabulary: frog, toad, turtle, reptile, amphibian, scaly, scales, gills, vertebrae
2. Classify animals without backbones. a. Visit a beehive; serve some honey; study a comb from a beehive. Make an insect collection. Make a notebook on butterflies. Collect butterflies. b. Find pictures of different spiders. Make a collection of spiders. c. Draw pictures of mollusks.	132 "Monarch Butterfly Story"
3. Collect pictures of natural animal habitats. Make a nature study scrapbook. Collect pictures of animals and birds which migrate or hibernate. Include them in your scrapbook.	Filmstrips: Little Rock Public Schools 716 "Animal Homes" 504b "Animals Get Ready for Winter" 8b "World of Living Things"
4. Name several animals. List as many uses as you can think of for each animal.	An animal skeleton, real or plastic
B. Make a notebook on plants 1. Identify plants a. Press leaves and identify them. b. Press flowers and identify them. c. Find pictures of vegetables to include in your notebook. d. Identify vines and weeds that are problems for the home owner. Find out which weed killers are most effective. 2. Bring seeds or bulbs to plant in class.	Films: Little Rock Public Schools 12 "Flowers at Work" 543 "Life of a Plant" 616 "Plants Make Food" 590 "Plants that Grow Roots, Stems, and Leaves" 625 "Roots of Plants" 20 "Seed Dispersal" 595 "Trees Our Plant Giants" Plants in the schoolroom Vocabulary: seed, cone, spores, nuts, moss, fern, mushrooms
3. As the seeds grow into plants, observe how the parts of the plants develop. 4. Make sure the plants get adequate light, water, and food if necessary. 5. List ways in which plants are used. Include these in your notebook.	Visit a nursery

SCIENCE - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
C. Materials found on the earth 1. Forms a. Solid b. Liquid c. Gas 2. Space and weight 3. Shape and solutions 4. Composition of Materials a. Molecules b. Atoms III. Understanding Individual Responsibility Toward Conserving Resources A. Soil conservation B. Water conservation C. Animal conservation IV. Understanding the Causes of Weather A. Factors: Air masses, humidity, temperatures B. Instruments used: thermometer, barometer, anemometer C. Movement of air masses D. Forecasting the weather and reporting via radio, TV, newspapers	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Investigate materials found on the earth. 1. Conduct simple experiments to show how materials can change from one form to another. For example, dissolve sugar in water, allow to evaporate, etc. 2. Conduct simple experiment to prove air has weight. 3. Pour liquid from one container into another to prove liquids take the shape of their containers.	Scales and weights, test tubes, stoppers, sugar, salt, solid fat, bunsen burner or some form of heating device, a crayon for marking, wooden blocks cut into different shapes, a bottle of water Vocabulary: Material, weight, solid, liquid, space freeze, vapor, evaporate, dissolve, molecules, solution
III. Understanding Individual Responsibility Toward Conserving Resources A. Experiment with topsoil and running water: notice whether there is a sponge-like action or erosion. Plant seeds in pots of sand, clay, humus - composite - and mixtures. Which is best for growing seeds? Discuss the influence of fire and wind on topsoil. Study modern ways of holding and building up soil.	Booklets and materials from U. S. Department of Conservation Films: Little Rock Public Schools 455 "Land Symbols and Terms" 14 "Water Cycle" 495 "Water for the Community" 107 "Water Works for Us"
B. Look up reports on amount of water used today compared with 50 years ago. Make graphs illustrating this.	Vocabulary: conservation, erosion, irrigation Films: Little Rock Public Schools 220 "Irrigation Farming" 277 "Ways to Better Conservation"
C. Make reports from encyclopedias on how animals are used today.	
IV. Understanding the Causes of Weather A. Use globe and maps to discuss air masses and movement. 1. Study efforts being made to control and forecast more accurately. 2. Eliminate fears and superstitions. Know safety measures. Cite common signs of bad weather. Keep weather records for a class project.	Films: State Department of Education 1048 "A Story of a Storm" 822 "Weather" 1433 "The Weather Station" 5611 "The Inconstant Air"
B. List weather bureau instruments used in forecasting weather. Bring pictures of how to construct wind vanes. Measure rainfall.	Almanacs Visit local weather bureau
C. Make a weather map. Note movements of air masses.	Maps of extended forecasts Keep weather records for one week from newspaper and television newscasts
D. Discuss how weather affects production, travel, work, recreation, and clothing. Stress appreciation for service: report on statistical savings of life and property as result of weather forecasting.	Bulletin board articles pertaining to weather and influence.

SCIENCE - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
V. Understanding the Need for Functionally Designed Homes	Encyclopedias Better Homes and Gardens (Magazine) American Homes, (Magazine)
A. Principles involved in construction	
1. Choice of site, materials, design	Pamphlets on materials, paint, modernizing, appliances, furniture
2. Restrictions	
B. Modernizing old houses	
1. Practicality - cost	
C. Maintenance	
D. Furnishings and appliances	
1. Guarantees and warranty on appliances	
2. Maintenance	
VI. Recognizing the Need for Safety in the Home and the Elimination of Safety Hazards	
A. Structurally	
1. Storage areas	
2. Utility "cut-offs"	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Understanding the Need for Functionally Designed Homes	Films: State Department of Education 1494 "Homes Around the World" 790 "Problems in Housing" 5894 "Building A House" 489 "Building A House"
A. Discuss from pictures, choice of home designs and materials found over the world. List parts of pioneer homes.	Pictures of homes and rooms
1. Discuss home design and arrangement from stand point of convenience. Design a home and features considered necessary for comfortable living. 2. Discuss meaning of building codes, restricted areas, zones, building permits.	792 "Property Taxation"
B. Learn sources of advice and appraisals available when investing in an old house.	Home magazines, newspapers, use of public library Services available - lumber company, utility company, building contractors
C. List some common maintenance features and reasons for "keeping up" property, (painting, roofing, wiring, plumbing, hot water tanks, etc).	93 "Block That Termite" 550 "Furniture Craftsman" 747 "Home Electrical Appliances"
D. Bring pictures of furnishing--discuss good and bad design and materials used.	
1. Read some guarantees and warranties on stoves, washing machines, TVs, irons, toasters, electric blankets, fans, etc. Emphasize saving of these and instruction sheets that come with appliances. 2. Discuss questions to ask when buying: details of operation and maintenance costs, safety features, signs of malfunction, replacement of parts, trade-in value, etc.	Talk by resource person on home ownership, building maintenance Collect materials or advertisements on various appliances. Compare quality of operating, safety features, maintenance, warranty on parts, etc.
VI. Recognizing the Need for Safety in the Home and the Elimination of Safety Hazards	Consumer's Guide
A. Discuss structural aspect: where accidents occur in the home, i.e. poorly placed stoves, electrical outlets, etc.	Government services available for information
1. Stress need for proper, adequate, convenient storage. List things often stored: importance of relationship of design to safety of closets and cabinets should be emphasized. 2. Discuss reasons for "cutting off" utility service when making repairs and bring in common safety rules; breaking circuit at fuse box, making sure hands are dry, using wooden tools, turning off gas, relighting pilot lights on furnace and hot water heater, using flash light, not matches, if working in the dark.	Film: State Department of Education 476 "Consumer Protection"

SCIENCE - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
B. City ordinances and inspection	
C. Insurance and liability for home owners	
D. Other common safety rules	
VII. Understanding the Uses of Power on Our Earth	
A. Muscle	
B. Wind and water	
C. Wheel - steam, gasoline, electricity	
D. Diesels - jets - rockets	
E. Atomic	
VIII. Thinking Critically About the Future in the Space Age	
A. Present space travel	
B. Future space travel	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Investigate information pertaining to city ordinances and inspection - City Hall - in regard to the following" Location of incinerators and garbage cans, fees charged. Rules concerning stagnant water Rules concerning burning and disposing of trash Utility right-of-ways Planting	Talk by city official or someone from City Health Department or Fire Department
C. Discuss kinds of insurance available to home owners.	Talk by insurance man
D. Discuss the following: perils of accumulation of paper, oil-soaked rags, inflammable and combustible materials Proper use of poisons, insecticides, medicines, and their storage Use and disposal of all spray cans Use of proper tools - ladders, not furniture, for reaching Necessity for cleanliness and orderliness - toys and tools picked up from walkways and stairs Proper use and care of power tools, lawn mowers, motors Ground wires on electrical appliances, good sockets.	Films: State Department of Education 614 "Safety Begins in the Home" 303 "Fire Prevention in the Home" 1424 "Safety with Electricity"
VII. Understanding the Uses of Power on Our Earth	
A. Discuss how man has adapted power to meet his needs.	Chart illustrating transportation of last 200 years
B. Discuss ways in which man once depended on water and wind power.	
C. Report on revolutions in powered tools: road building, communications, farming, manufacturing, painting, etc.	Films: State Department of Education 751 "Industrial Revolution" 1185 "Meaning of Industrial Revolution" 5401 "Jet Propulsion" 5619 "Planet Earth - Research by Rockets" 592 "Living with the Atom" 5806 "Our Friend the Atom"
D. Report on revolutions in transportation.	
E. Discuss "Power for Tomorrow", the using up of natural fuels, such as gas and oil; the supplementing with the sun, tides and atomic power.	
VIII. Thinking Critically About the Future in the Space Age	
A. Discuss man's problems in exploring space.	Films: State Department of Education 1443 "What is Space?" 5872 "Why Explore Space?" 5633 "Man in Space" 5829 "First Man Into Space"
B. Discuss newer adaptations and progress in landing devices.	

HOME ECONOMICS

HUMAN DEVELOPMENT AND THE FAMILY (CHILD DEVELOPMENT) GRADE 8

CONCEPTS	BOOKS AND MATERIALS
I. Review Baby Sitting - A Serious Responsibility	Homemaking for Teenagers, Book I, McDermott-Nicholas
A. Special problems of baby sitters	Young Living, Clayton
	Bulletin board: "Could This Be You," Action pictures of pupils when they were much younger
B. Importance of rules and directions of parents	
C. Role playing for understanding	
D. Evaluation	
II. Safety Inside the Home	Flash cards: Teacher-made
A. Safety habits	
B. Falls: stair steps, open windows, ladders	
C. Electricity and electrical appliances: irons, electric fans, outlets and cords, exposed wires	Chart, Teacher-Pupil Made (Example follows)
D. Sharp-edged objects	
E. Burns	

Date	Type of Accident	Age	Name	At Home	On Street	Public Place
May 3	Fall from window	3	Mary Jane	X		
May 4	Hit by auto	5	Jimmy Smith		X	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Baby Sitting Problems	
A. List and discuss problems that teens have when keeping mother's baby. 1. Decide what plan you will follow, Plan A, B, or C (taken from textbook). 2. List and discuss the extraordinary things that young children do.	Filmstrips: McGraw Hill "Sitting Safely" "Keeping Children Happy" Resource Person: A successful homemaker who has children
B. List 5 good rules for baby sitters (see textbook), 5 for parents.	Field trip to a day care center (list general rules followed)
C. Hold a class discussion or socio-drama (acting out the part) to relate experiences in preventing little children from doing something which was dangerous. Criticize your procedure. Could you have done better?	Resource person: School nurse, for criticism
D. Make a babysitting booklet (include information and illustrations).	Pamphlet: 4-H Club, Agricultural Extension Service
II. Safety	
A. Discuss the importance of teens and adults setting a good example for safety habits. Consider the practice of diverting attention rather than using punishment to avoid accidents.	Resource person: A successful homemaker who has children to tell of her experiences.
B. Consider the cases listed in textbook and decide which suggested solutions would be most satisfactory.	
C. Discuss how children can be protected against danger from electricity.	
D. Collect data on accidents to children in your community and make a record of accidents which include the date, type of accident, age of the child, name of the child, place where accident happened. Keep record on black board or chart.	Daily news report Newspapers Radio TV
E. Discuss different ways children may avoid burns, stressing danger of playing with matches, cigarette lighters, and other sources of heat.	Resource person: Fireman

HUMAN DEVELOPMENT AND THE FAMILY (CHILD DEVELOPMENT) GRADE 8

CONCEPTS	BOOKS AND MATERIALS
F. Petcocks	
G. Plastic bags	
H. Bathrooms	
I. Lollipops, pencils, forks	
III. Safety Outside the House	
A. Automobile traffic	
B. Falls: open wells, cisterns, unguarded mine-openings, tops of stone walls, cliffs, porches, trees	
C. Protect from sunburn	Bulletin board "Let's Keep Children Safe," teacher-made
D. Watch children at the beach or pool	
E. Pets	
F. Discarded refrigerators	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
F. Discuss danger from open petcocks and suggest ways to shield them on ranges, gas heaters, hot water heaters.	
G. Describe accidental smothering from plastic bags over the face. List precautions that should be observed.	
H. List ways to prevent injury in the bathroom.	
I. Consider possible accidents from lollipop sticks, pencils, spoons and forks.	
III. Discuss Safety	
A. Discuss safety on the street, emphasizing safe crossing of streets, precautions for children's safety when riding in cars.	Display traffic signs
Invite person from traffic division of police force to talk on safety.	Resource person: traffic policeman or policewoman
B. Describe incidents in news reports of accidents in mining, mountain climbing, tree climbing. Suggest methods of preventing accidents from open wells and cisterns.	
C. Suggest methods of protecting from serious sunburn. Consider dangers from long exposure to sun.(skin cancer)	
D. Discuss responsibilities for children at the beach or pool. Demonstrate artificial respiration.	Resource person: representative from Red Cross, physical education instructor
E. Read and discuss the care and treatment of animals to insure protection of small children. Ask veterinarian or other adult to talk on protective measures such as rabies shots, care of animal bites, and general care.	Resource person: veterinarian
F. Consider dangers and preventive measures in storage of discarded refrigerators.	

HUMAN DEVELOPMENT AND THE FAMILY - RELATIONSHIPS - GRADE 8

CONCEPTS	BOOKS AND MATERIALS
I. Meaning of Self A. Character traits	Steps in Home Living, Reiff Young Living, Clayton Exploring Home and Family Living, Fleck, Fernandez and Munvres Teenage Living, Ahern Junior Homemaking, Jones, Burnham Teen-Guide to Homemaking, Barclay and Champion
B. Self-analysis	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Meaning of Self	
A. Character traits	
1. Teacher puts up a Word Watching Chart. Recall several words from self-study from previous year. List and discuss. Continue to add words throughout the unit.	Word Watching Chart
2. Discuss the value of a happy disposition and its effect upon your attitude, and the response you receive from others. Contrast this with an unhappy disposition.	"Family Life Series" Metropolitan Life Insurance Company "Understanding Yourself," S. R. A. Guidance Series Booklets
3. Write the "Smile" poem on the board. Each student copy poem.	Poem "Smile"
4. Conduct a "Smile Day" by making a special effort to smile at others. Jot down the reactions of three persons after you smile and speak. Bring these to next class session for discussion.	"Personality Development Series," Agricultural Extension
5. Make simple cardboard masks attached to sticks to demonstrate various emotions. Role play various situations using masks in front of your face.	Cardboard masks on sticks
B. Self-analysis	
1. Play the game, "Tell Me." As the teacher goes around the room, quietly ask her any question you have about growing up. She will decide which questions to use and will talk about them later without telling who asked them.	
2. Show the film "Act Your Age" and follow with discussion of why teenagers sometimes behave like children: disfiguring furniture, using pencils prying things open, throwing temper tantrums, cheating, showing off.	Film: "Act Your Age" Coronet
3. Teacher lists basic needs on the board: love, self-worth, recognition, and security. Talk about what these terms mean. Students tell of experiences they have had concerning these basic needs.	

HUMAN DEVELOPMENT AND THE FAMILY - RELATIONSHIPS - GRADE 8

CONCEPTS	BOOKS AND MATERIALS
C. Family relations 1. Parents	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
C. Family relations	
1. Parents	
a. Describe the life of a family that you enjoy visiting. Point out the ways that the parents fit into the family that you think are good.	"How to live with Parents," S. R. A. Series
b. Pupils discuss the significance of the following holidays and tell how they are celebrated: Christmas, Thanksgiving, birthdays, Halloween.	Filmstrip: "Stern Father," Cathedral Films
c. Point up to students the value of special celebrations for various occasions in building strong family ties.	
d. Students check with parents and grandparents on some special activity that they remember as a child in connection with a holiday and what it meant to them.	
e. Discuss ways of showing affection.	
f. Class discussion - "Why each family member is important and should be recognized as an individual."	
g. Point up how much one desires recognition, love, etc., and help students recognize that parents, too, share this need.	
h. Pupils discuss the effect that tone of voice has on what they say. Consider the impressions you convey with your voice.	Tape recorder
i. Students record sentences in varying tone of voice to help them learn to recognize the effect it has on what they said.	
j. Students role play situations showing the effect various tones of voice have on other persons.	
k. Discuss the importance of allowing individual the privilege of expressing his own opinion without constant interruptions. Recognize how unnecessary it is to disbelieve persons and repeatedly accuse them of falsehoods.	

HUMAN DEVELOPMENT AND THE FAMILY - RELATIONSHIPS - GRADE 8

CONCEPTS	BOOKS AND MATERIALS
2. **Brothers and sisters**	
3. **Entire family**	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
2. Brothers and sisters	
a. Pupils make a poster showing the many jobs to be done in families and discuss ways these may be shared.	"Getting Along with Brothers and Sisters," S. R. A. Guidance Service Booklet
b. Using the class poster as a guide, each student makes a poster for her home including the members of her family. As a home assignment she works out duties with family members. The family participates in the duties and the marking of the chart for one week. Student brings to class and reports on the family project.	
c. Discuss games and activities in which brothers and sisters can participate and enjoy. Class members share personal experiences.	Display of games for family fun.
d. Discuss some of the problems that occur among family members in the use of TV and radio.	TV Guide
e. Consult TV Guide and list some of the most frequently viewed programs. Make a sample schedule in class that a family with various age children could use. Each student uses this class experience to help his family make a similar plan. Try this plan for one week and report back to class.	
3. Entire family	
a. Discuss the value of the family eating together.	
(1) Each class member plans for her family to make an effort during the next week to eat as many meals together as possible.	
(2) Make a list of interesting subjects that you can talk about at meals.	
b. Relate some of the happy times you have had with your family. Decide how you can contribute to family fun.	
c. Plan an outing with your family to a place you have always enjoyed; zoo, country, park. Make sure the occasion is kept enjoyable for all family members.	

CONCEPTS	BOOKS AND MATERIALS
4. Friendships	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
d. Discuss the use of family money. Have each student tell of an incident when she selfishly expected family money spent on her when another family member needed it more.	Film: "Your Family and You," The Jam Handy Organization, Guidance Discussion Series
4. Friendships	
a. Discuss sincerity of compliments and observe the effect this has on the giver and receiver of the compliment. (1) Role play situations where one praises his friend on such things as dress, hair-style, special achievement. Decide on good ways to receive a compliment. (2) Discuss how you feel when someone compliments you.	"Getting Along with Others," S. R. A. Series "Growing Up Socially," S. R. A. Series "Let's Talk About Honesty," S. R. A. Series
b. Make a list of topics for good conversation with your friends. Try them out in groups.	Film: "Making Friends," The Jam Handy Organization, Guidance Discussion Series
c. Play the game "Gossip." Discuss the differences between good conversation and gossip.	
d. Record a conversation on a tape recorder. Discuss the results.	
e. Discuss the difference in "belonging" and being "on the outside" of a group.	Filmstrip: "Need to Belong," Cathedral Film
f. Discuss ways your friends show that they care for you	
g. Class prepare several skits to demonstrate how one can refuse courteously an invitation to smoke or drink.	
h. Discuss the filmstrip -"I Never Looked at It That Way Before." Make a list of things to remember.	Filmstrip: "I Never Looked at It That Way Before," Guidance Associates
i. Class collect information from magazines about cigarette smoking. Discuss the harm and cost brought about by cigarette smoking.	

FOODS AND NUTRITION - GRADE - 8

CONCEPTS	BOOKS AND MATERIALS
I. Composition of Food	
A. Nutrients	Health and Growth, Wilson, 1961
B. The importance of variety	Notebook (Grade Seven)
C. General and specific words and terms	Flash Cards, illustrating new words with the name of each
II. Eating Habits	Exploring Home and Family Living, Fleck Steps in Home Living, Reiff
III. The Purpose of Eating	
IV. Reasons for Meal Time	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Review:	
A. Foods Through the Ages	Filmstrip: "The Meaning of Foods" "Foods Through the Ages"
B. Vocabulary list (seventh grade)	
C. Add new words as learned.	
Spelling Bee: Keep word list of foods and words connected with foods - use teams.	
II. Eating Habits	
A. Compare our customs of eating with those of other parts of the world.	Daily newspaper, magazines Better Homes & Gardens, Good Housekeeping, Family Circle, Woman's Day
B. Trace an eating habit in your family from its origin.	
C. Make a poster using a series of cartoons describing influences on your eating habits.	Parents and fore-parents Newspaper Comic books Magazines
D. Make a check list: "Discover Your Eating Patterns"	
E. Read and discuss: 1. "The Story of Twins" 2. "John's Sad Story" 3. "Marcia - The Fat Girl"	
III. Review: from Seventh Grade	Filmstrips: "Go, Grow, and Glow with Carnation", Carnation Milk Company Pamphlet: "Meals in Minutes from Your Home Freezer" Agricultural Extension Service - EC 488
IV. Read and Discuss: When we eat is as important as what we eat.	

FOODS AND NUTRITION - GRADE - 8

CONCEPTS	BOOKS AND MATERIALS
V. Basic 4 Food Groups	Basic 4 food chart
VI. Nutrition: The Kind of Food Your Body Needs	
A. Energy needs and activity	Your Health - Byrd, Jones, Landis
B. Protective foods and energy producing foods	Steps in Home Living - Reiff
C. Importance of labels	Exhibit: Teacher-pupil made
VII. Laboratory Equipment	Bulletin Board
A. Importance of correct equipment	"Identification of Equipment" Teacher-pupil made

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
V. Review: Using game FOOD BINGO - Word Knowledge Procedure: Make bingo cards showing illustrations of food in the squares instead of numbers. When the teacher calls out the name of a food, the child who has that food on his card places a kernel of corn or some other small object on the appropriate square. The child who has a complete row of squares covered, either going across, up and down, or diagonally, wins the game.	Pamphlet: "Food Facts and Fun" - Wheat Flour Institute, 309 West Jackson Blvd., Chicago 6, Ill.
VI. A. Read and Discuss 1. Nutrients 2. Foods for Energy and Heat 3. Tissue Building Foods 4. Vitamins and Minerals 5. Water 6. Roughage	Filmstrip: "Vitamins and Health", Associated Films
B. Game: "Learning Foods and Nutrients"	
C. Set up an exhibit of nutrient-enriched foods that can be bought in grocery stores; example of - enriched bread, fortified margarine, fortified milk.	Pamphlet: "Foods for Health and Fitness", Agricultural Extension Service Canned goods (labels) Newspapers Magazines
VII. A. Pupil demonstrations - (teacher directed) "Identification and Use of Appliances"	Filmstrip: "A Thought or Two About a Pot or Two", Aluminum Co. of America Resource Person: Arkansas Louisiana Gas Company - Home Economist

FOODS AND NUTRITION - GRADE - 8

CONCEPTS	BOOKS AND MATERIALS
VIII. Safety	Keys to Safety - Webster Division McGraw-Hill
IX. Guidelines for Cleanliness	Exploring Home and Family Living - Fleck Junior Homemaking - Jones - Burnham All Aboard for Health - Lyons and Carnahan
X. Laboratory Procedures A. Family groups B. Kitchen assignments C. General and specific duties D. Kitchen arrangement E. Sanitation in the kitchen	Adventuring in Home Living - Hatcher & Andrews Bulletin Board - "My Job" - Illustrate laboratory responsibilities of hostess, waitress, cook, and assistant cook - Teacher made. Flannel Graph - Showing shapes of different kitchens - U-shape, L-shape, square shape, etc.
XI. Cookery Terms	Flash cards showing new words with the meaning of each.

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
VIII.	Arkansas Louisiana Gas Co. Home Economist
A. Review and discuss: Proper use of equipment and tools.	"Use and Care of the Range"
B. Demonstrate: Pupils - (teacher directed) Use and care of knives, can openers, electrical connections, appliances, and hot pans.	"Use and Care of Washer and Dryer"
C. Review: Prevention of accidents in the kitchen.	Filmstrip: "Safety in the Kitchen", McGraw-Hill
IX. Review:	
A. From seventh grade	
B. Discuss suitable clothing for laboratory lessons.	
C. Read and discuss the story of "Soap and Water".	
X.	Filmstrip: Food Preparation Center: McGraw-Hill "Orderliness in the Kitchen"
A. Select groups and work areas in the kitchen.	
B. Study diagram of work areas and equipment location.	
C. Discuss the importance of sharing responsibilities and rotating duties.	Duty chart: Teacher prepared
D. Make posters of different kitchens showing location of equipment.	
E. Read and discuss dishwashing and cleaning procedures.	Magazines: "Better Homes and Gardens", "Family Circle" "Woman's Day" "How to Save Thirty Minutes A Day," Rubber Maid
Make check list for: 1. Desirable work habits in the kitchen 2. Keeping the kitchen clean	
XI.	
A. Review from seventh grade - Explanations and demonstartions - (student demonstrations - teacher directed).	
B. Add new words to list - (teacher demonstration).	Review filmstrip: "Cooking terms", McGraw-Hill

FOODS AND NUTRITION - GRADE 8

CONCEPTS	BOOKS AND MATERIALS
XII. Measurements - (Correct procedures)	Young Living, Clayton Exploring Home and Family Living, Fleck
XIII. Table Manners	Table Service, Catherine B. Niles
XIV. Table Setting	Bulletin Board, Teacher-made Basic Table Setting
XV. Breakfast	Flannel graph, Teacher-made for each specific lab. lesson
XVI. Snacks	Adventuring in Home Living, Hatcher and Andrews
XVII. Food Preparation A. Plan for work	Sample, "Time and Work Schedule", Teacher-made Use pictures of the finished products when possible.

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
XII. Measurements (Correct procedures) A. Review: Tools and techniques from grade seven B. Review: Measuring procedures	
XIII. Role play table manners using "Buddy Teams" to remind each of practicing good table manners.	
XIV. Table Setting A. Review: Demonstration - (follow up with practice of basic table setting) B. Illustrate specific table setting for each lab. in notebook .	Filmstrip: "Breakfast for B. J.", Pillsbury Company
XV. Review: Breakfast A. The importance of breakfast B. Planning for breakfast C. Breakfast pattern for planning a good breakfast D. Breakfast foods	
XVI. Snacks A. Make a list and discuss: 1. Snacks that spoil the appetite 2. Nutritious snacks B. Keep a record of money spent on snacks for one week. C. Compare the cost of nutritious snacks with that of snacks that spoil the appetite.	
XVII. Review: Measuring procedures A. Discussion: Purpose of the work plan and how to use it	

CONCEPTS	BOOKS AND MATERIALS
B. Laboratory lessons	Betty Crocker Cookbook
XVIII. Laboratory Evaluation	Adventuring in Home Living, Hatcher and Andrews "Copy of Evaluation" (Teacher-made)

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
B. Copy recipes on chalk board - pupils copy into notebooks before laboratory experience. 1. Cereal snack 2. Orange and grapefruit sections 3. Cookies and milk 4. Cream soup 5. Pancakes 6. Tuna salad 7. Baked apple 8. Ginger bread	
XVIII. Evaluate each lab. lesson using forms; using such questions as: What are the things that were done well? What are the things that need to be improved?	Evaluation chart

HOME ECONOMICS - HOUSING - GRADE 8

CONCEPTS	BOOKS AND MATERIALS
I. Safe and Happy Homes	Health and Growth, Wilson and Wilson
A. Caution in the use of electrical appliances	Exploring Home and Family Living, Henrietta Fleck, Fernandex, Munves Charts on danger signals using electrical appliances Bulletin Board: "Beware of Water and Electricity"
B. The "Know How" (Exchange Units)	
C. Accident prevention 1. Soapy floors 2. Spotty or excessive wax 3. Small rugs and toys	Bulletin Board: Teacher-made "Watch Out for Slippery Floors"
D. Information on labels	Flip Chart: Information on labels, teacher-made
E. Storage of cleaning supplies 1. Convenient storage space 2. Protection of small children 3. Safety hints	Bulletin Board or flip chart: "Protect the Little Ones", teacher-made
F. Other hazards	Health and Safety, Wilson and Wilson Exploring Home and Family Living, Fleck, et al.

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Discuss what would happen if you touched something electrical when your hands were wet.	Newspaper clippings of accidents caused by electrical faults.
A. Plugging in the radio while in the tub or washing dishes Dropping the cord into the dishwasher Using mixer and other electrical appliances	
Illustrate the right and wrong way:	Filmstrip: "How's Your House"
1. To disconnect cords from outlets 2. To clean toasters, fry pans, waffle irons, deep fryers 3. To make temporary repairs on worn cords to make them safe 4. To determine circuit load (connect more than one cord to an outlet)	
B. Explain: "How my father or brother helped me to repair_____."	Resource person: Instructor in Industrial Arts Suggest exchange units with boys who are in special education who would learn about care and repair of clothing.
C. Discuss the dangers of soapy, slippery floors when cleaning the floors. Demonstrate how to: 1. Clean floors properly 2. Wax and polish floors 3. Avoid danger of small rugs, use of adhesives	Newspaper cartoons Display: Cleaning agents Waxes and polishing agents Adhesives
D. Discuss information on cleaning agents	Display labels of cleaning agents
E. Proper storage for cleaning supplies	Display of ideal storage space
1. Prepare storage kit for cleaning agents. 2. Discuss danger to small children. 3. Compile lists of helpful hints for safety.	
F. Describe accidents that have occurred as a result of:	Newspaper articles and cartoons
1. Skates 2. Sharp instruments 3. Medicines 4. Cleaning agents 5. Aerosal sprays	

HOME ECONOMICS - HOUSING - GRADE 8

CONCEPTS	BOOKS AND MATERIALS
II. Accessories for the Home A. What is meant by accessories B. Choosing accessories for the home C. Flower arrangement III. Planning a study center	Teen Guide to Homemaking, Barclay and Champion Adventuring in Home Living, Hatcher and Andrews

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
II. Accessories for the Home A. Bring to class: Pictures from magazines showing accessories for the home. Bring from home on "loan exhibit", flower containers, other decorative objects. B. Discuss: Filmstrip used for accessories. Show pictures of rooms that have too many accessories and one in which accessories are well used. C. Demonstration of flower arrangement by florist or garden club members Question and answer period D. Students take turns being responsible for arrangement of flowers, greenery or dry grasses for classroom. III. Work out plans for study center at home. Improvise a desk, make a lamp shade, a waste basket. Demonstration: Refinish old chair, desk, or shelf	Display: flower arrangements, wall plaques, paper baskets, and other items used in making our homes attractive Filmstrip: "Decorating Made Easy", Sears, Roebuck & Company Teacher-made transparencies: Step by step procedure in flower arrangements Resource person: from florist shop or garden club "Bright Ideas" from magazines Student room planner kit, Alexander Smith & Sons Carpet Company

CONCEPTS	BOOKS AND MATERIALS
I. Good Grooming A. Cleanliness B. Hair Care C. Purse care D. Posture E. Underarm Care F. Leg Care	Homemaking for Teenagers, McDermott and Nichols, Bennett Company Teen Guide to Homemaking, Barclay and Champion, McGraw Hill Young Living, Clayton, Bennett Company Steps in Home Living, Reiff, Bennett Company Exploring Home and Family Living, Fleck, Fernandez,and Munves Bulletins: "Five Magic Mirrors," Dial Soap, Armour Company "The Beauty of You," Avon "Looking Through the Looking Glass," Proctor and Gamble Club 15 Beauty Bulletins "Your Guide to Hair Care," Revlon, Inc.

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Good Grooming	
A. Cleanliness	
1. Prepare good grooming check sheet. 2. Review what has been learned on cleanliness.	
B. Hair Care	
1. Display different hair care products. 2. Discuss uses of various products as they meet individual needs.	
C. Purse arrangement and sizes	Display of various sizes of purses
1. Class members "clean out" their own purses. 2. Prepare display of grooming aids to be carried in purses. 3. Make felt accessory bag for cosmetics. 4. Discuss sizes of purses in relation to size of individual. 5. Students try out different purses for size.	
D. Posture	
1. Role play a. Girl walking down hall going to cafeteria b. Girl standing in the lunch line c. Girl sitting in the lunchroom d. Girl picking an item off the floor	
2. Students hold a posture clinic where each student practices isometric exercises after the teacher demonstrates it to them.	Chart: Isometric exercises
E. Underarm care	
1. Students learn to recognize need for hair removal. 2. Teacher and students discuss ways to remove underarm hair and the frequency needed. 3. Review the use of deodorants, commercial and home-made.	Display hair removal aids Hair Removal Kit, Schick Razor Blade Company Deodorants
F. Leg Care	
1. Students learn to recognize why hair removal is desirable. 2. Discuss different methods for hair removal.	Bulletin: "Good Grooming" Schick Razor Blade Company

CONCEPTS	BOOKS AND MATERIALS
G. Clothing Care	
II. Clothing Selection A. Color	
B. Line and Design	
III. Sewing Equipment A. Individual	McCall Sewing Book Simplicity Sewing Book

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
G. Clothing Care	
1. Demonstrate proper way to wash a girdle and demonstrate proper way to put a garter on a girdle.	Display of laundry aids Film: "Your Cleanliness", Young America Film Company
2. Discuss where garters are sold and where students may purchase them. 3. Students find pictures of undergarments in magazines, newspapers.	Newspapers, magazines, catalogues
4. Teacher discusses with students the way to determine correct bra size. 5. Teacher demonstrates correct way to launder bras, with special emphasis on cleaning of straps. 6. Teacher informs students on correct way to put on bra and tighten strap. 7. Teacher demonstrates correct way to fasten strap to bra. 8. Students practice fastening strap to bra brought from home.	Filmstrip: "Home Ec. Disc-O-Tec", Lovable Company Display of bras Form-fit bulletin
9. Teacher demonstrates how to replace elastic on bra. 10. Students repair a bra, launder it. 11. Students report on where elastic closing for bra can be bought and its cost.	Display of repair items for bras
12. Students bring a dress in need of repair. Repair, launder and iron it correctly.	
II. Selection of clothing for the individual	
A. Discuss: color for the individual	Try on color "swatches" of 1/2 yard lengths of fabric
1. Each student tells her favorite color. 2. Drape color swatches around each and determine her best color. 3. Collect pictures of garments in favorite colors. 4. List new ideas for using color contrast or accents which make a garment more attractive.	
B. Choosing lines and designs for the individual figure	Magazines Old pattern books
1. Review basic learnings in design as related to figure type. 2. Review figure types and look at pictures of suitable basic line for each. 3. Have each student bring a garment showing the type of design she most enjoys wearing. 4. Students practice mixing and matching garments of various designs and colors with flannel board cut outs.	
III. Selection and use of sewing equipment	Singer booklets: Singer Threading Charts Singer wall chart on threading Large cardboard "one inch measure"
A. Review learnings on equipment for sewing 1. "Flash" test of small equipment. Identify by name and use. 2, Repeat measuring activities with large cardboard measurement.	

CONCEPTS	BOOKS AND MATERIALS
B. Departmental	
IV. Fabric	
V. Construction Techniques	
VI. Simple Construction Projects	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Draw a map of Arkansas and locate major cities: Little Rock, North Little Rock, Pine Bluff, Fort Smith, El Dorado, Hot Springs, Texarkana, Helena, Fayetteville, Blytheville, and Jonesboro. E. Draw a map of Arkansas and locate national and state parks. VIII. Invite a speaker from the State Forestry Commission to speak to the class.	

SOCIAL STUDIES - UNITED STATES - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
I. Acquiring Factual Information and Knowledge of the United States A. Basic information 1. Physical features a. Mountains b. Deserts c. Plains 2. Population centers a. Cities b. Sparse areas 3. Climate 4. Business and industries 5. Vacation areas 6. Transportation systems a. Air b. Surface c. Water d. Underground	Barrows, Harlan, Parker, Edith, Sorensen Clarence, The American Continents, Chicago, Silver Burdett Co., 1959 Map Skills for Today, (Weekly Reader Practice Book 4), Columbus, Ohio, American Education Publication Know Your World, (a special weekly newspaper), Columbus, Ohio, American Education Publications Brown, Gertrude, Your Country and Mine - Our American Neighbors, Boston, Ginn and Co., 1965 Table and Graph Skills, (Weekly Reader Practice Books A-B), Columbus, Ohio, American Education Publication
B. Information from maps, graphs, charts 1. Legends 2. Symbols 3. Scales	Wall maps: World, North America, United States (political and physical) Globe Weather map Population map
II. Acquiring Knowledge of the South A. Location 1. States 2. Mississippi River 3. Important cities	Wall map of the United States Desk maps of Arkansas Elementary Atlas Daily newspaper

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Acquiring Factual Information and Knowledge of the United States A. Have current events discussions daily. Prepare a current events bulletin board. 1. Describe the landscape near the school. a. Name the tallest mountain in the United States. b. Locate on a landscape map deserts in the United States. c. Locate on a landscape map plains in the United States. 2. Name the big cities of our country. Make a list of cities and states the class has visited. 3. Cut out a weather map from the newspaper. Discuss the weather for the day from the weather map. 4. List different things people do for a living in our country. 5. Name big industries of our country. Have pupils tell about interesting places they've visited or would like to visit. 6. Make a class mural depicting modern transportation systems or the development of transportation. Have pupils bring to class or draw pictures of various modes of transportation.	Films: Little Rock Public Schools 456 "Maps and Their Meaning" 347 "Maps and Their Uses" Films: State Department of Education 5549 "Maps-Land Symbols and Terms" 260 "Maps and Their Meaning" 5570 "Maps-Coastal Symbols and Terms" 5826 "Geography of the United States: Introduction" 1400 "Language of Maps"
B. Study the legend, or key, to a map to know what the colors, dots, and other symbols stand for. Name and locate the American continents on a globe or wall map. Use political map which shows states, major cities, and continents. Find Arkansas on a globe; on a United States map. On a globe and a map locate: equator, North Pole, South Pole. Correlate Map Skills for Today booklets with appropriate units of study. Correlate Table and Graph Skills with appropriate units of study.	
II. Acquiring Knowledge of the South A. On a wall map locate the Southern states, the Mississippi River, and major Southern cities.	

SOCIAL STUDIES - UNITED STATES - GRADE 8

BASIC SKILLS	BOOKS AND MATERIALS
B. Settlement	Lenski, Lois, Houseboat Girl, Philadelphia, Lippincott
C. Industries	Lenski, Lois, We Live In the South, Philadelphia, Lippincott
1. Farming a. Tobacco	McGuire, Edna, They Made America Great, New York MacMillian
b. Rice c. Cotton d. Soybeans, corn and other vegetables e. Fruits f. Cattle, hogs, horses g. Poultry	Simon, Charlie May, Robin on the Mountain, New York, Dutton
2. Mining a. Bauxite b. Oil	
c. Other minerals	
3. Manufacturing a. Tobacco factories b. Textile mills c. Paper mills d. Steel mills e. Shoe factories f. Aluminum plants g. Furniture factories	
D. Transportation	
1. Water travel 2. Air travel 3. Land travel - highways	
III. Learning About the Middle West	
A. Location	
1. States included 2. Leading cities	

LEARNING ACTIVITIES	TEACHING AIDS AND RESOURCES
3. Examine own tape measure and learn to locate fractions. 4. Mark measurements with a pencil on paper. 5. Repeat the project, marking measurements with pin on a piece of cloth. 6. Make sample seam and press it open, using former learnings.	Indivitual copies "Simplicity School Fashion News"
B. Departmental equipment 1. Review operation of sewing machine. 2. Practical pre-test on threading and operation of sewing machine. 3. Demonstrate and list good housekeeping duties for clothing laboratory.	Filmstrips: "Press as You Sew," General Electric "Singer Machine Sewing," Simplicity Pattern Company Films: "Sewing Fundamentals," Young America Films
IV. Learning to choose fabrics A. Display fabric samples with"off-grain" prints. B. Show examples of one-way design fabric.	Fabrics with "off-grain" prints; one way designs
V. Review construction techniques previously learned. A. Practice stitching two samples of one-way design fabric; one correct, one incorrect. Compare results. B. Review all previously-studied construction techniques.	Bulletin board samples of all construction techniques
VI. Suggested projects A. Laundry bag with iron-on trim, such as name or design cut from iron-on tape. B. Torn apron C. "Throw" pillow D. Large stuffed toy from animal patterned fabric	Pattern for letters and simple design Display of trimmings for pillows

8th Grade Home Economics
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3. Byrd, Jones & Landis, Today's Health, River Forest, Illinois, Laidlaw Brothers, 1963.

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5. Clayton, Nanalee, Young Living, Peoria, Illinois, Charles A. Bennett Co., 1959.

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7. Fleck, Fernandez & Munes, Living With Your Family, Englewood Cliffs, N.J., Prentice Hall, Inc., 1965.

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9. Hatcher & Andrews, Adventuring in Home Living, Boston, D.C. Heath & Co., 1959.

10. Jones & Burnham, Junior Homemaking, Chicago, J.B. Lippincott Co., 1958.

11. McDermott & Nichalas, Homemaking for Teen-agers, Book I, Peoria, Illinois, Bennett Co., 1966.

12. Niles, C.B., Table Service, _____, _____ _____.

13. Reiff, Florence M., Steps in Home Living, Peoria, Illinois, Charles A. Bennett Co., Inc., 1966.

14. Wilson & Wilson, Health and Growth, Indianapolis, Bobbs-Merrill, 1961.

15. _____, Health and Safety, Indianapolis, Bobbs-Merrill, 1961.

McCall's Sewing Book

Simplicity Sewing Book

SOCIAL STUDIES

SOCIAL STUDIES

BASIC SKILLS	BOOKS AND MATERIALS
I. Learning More About One's Self: Physical and Mental Health A. Seeing yourself 1. Getting along with others 2. Teenage manners 3. The clothes you wear	Reiff, Florence M., Steps in Home Living, Peoria, Illinois, Charles A. Bennett Company, Inc. 1966
B. Comprehending the needs for physical fitness 1. Importance of proper food 2. Importance of cleanliness	Shawn, Bernard, Foundations of Citizenship, Phoenix, N.Y., Frank E. Richards, 1963 Trenkle, Clare, You, Phoenix, N. Y., Frank E. Richards, 1966
C. Knowledge of the meaning of citizenship 1. Recognizing that cooperation and responsibility are needed in family life, school life, and vocational life. 2. New responsibilities for personal behavior and self-support a. New and changing role in family affairs b. Participation in community activities c. Self-support, contributing to care of others, and beginning of tax-paying.	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Discuss characteristics of individuals.	
A. Prepare a self-analysis listing abilities and limitations.	
1. Define behavior, its cause and influence. Discuss influence of age in changing behavior.	
2. Talk over teenage manners. List conditions needing more improvement.	
3. Demonstrate proper application of make-up.	
4. Encourage pupils to participate in charm classes.	
B. Relationship of happiness and well-being to physical fitness	
1. Discuss new demands of good body coordination.	
2. Discuss self-discipline, and rate self in regard to food, rest, posture, cleanliness, and hygienic measures.	
C. Discuss what is meant by cooperation. Have talks or reports on individual concepts of cooperation when very young and at junior high age.	
1. Dramatize responsible and irresponsible acts in different situations.	
2. List and discuss causes of problems in the home.	
a. Make bulletin board map of Little Rock and County showing commercial areas, industrial areas, residential areas.	
b. Discuss and list differences in and problems of communities.	
1. Know kinds of business conducted in City Hall, Court House, State House, Federal buildings. Know how to use a directory.	
2. Know location of various tax offices.	
c. Stress importance of making good first impression.	

Film: State Department of Education
5895 "Your Junior High Days"

Resource person: Guidance Counselor

Films: State Department of Education
1160 "Getting Ready Physically"
1161 "Getting Ready Emotionally"
457 "How to be Well Groomed"
243 "Act Your Age"
1150 "Other Peoples' Property"

Pictures and charts of sports developing good coordination
Advertisements of toilet articles
Pictures contrasting clean neighborhood and neglected areas
Resource persons: Public health official
Cosmetic consultant

Film: State Department of Education
1044 "Are You a Good Citizen?"

Articles in magazines and other publications

Foundations established to help with housing problems
Little Rock city maps and county maps

Use of telephone directory - Yellow pages

Transit company maps and timetables

Have former student talk to class on "Adulthood--What It's Really Like"

BASIC SKILLS	BOOKS AND MATERIALS
II. Learning More About New Concepts of Home and Community A. The family responsibilities: Support B. New social and recreational opportunities: Community cooperation and responsibility C. Budgeting the family income D. Home 1. Types 2. Furnishings 3. Care E. Community behavior - understanding and respecting law 1. Community officials and duties 2. Community services: a. Mail and parcel delivery b. Police and fire protection c. Transportation d. Communication e. Utilities f. Rubbish and garbage collections g. Health services h. Library i. Recreation III. Knowledge of Jobs and Employment A. Realistic goals B. Kinds of jobs	Corcoran, Eileen Lynch, Rights and Duties of Citizens (Books 1 & 2), Phoenix, N. Y. Frank E. Richards, 1964

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
II. Discuss support other than financial. A. Students list goods needed for next few years and analyze ways to obtain them. 1. Discuss: reliability, emotional stability, willingness to improve. B. List types and locations of recreational attractions advertised in newspapers. Call attention to"spot" announcements on radio and T.V. C. Set up on blackboard items to be included in budgeting. Let students fill in amounts. Discuss general amounts necessary for main items. D. Collect pictures of houses. Discuss abbreviations and terminology used in ad sections of local newspapers. Write an ad to sell the house you live in. Discuss and list advantages and disadvantages of ads. E. Discuss stories from local newspapers about law violations.	Film: State Department of Education 1467 "Neighbors Are Different" Use circle graph to represent income - fit to expected salary. Films: State Department of Education "The Litterbug" 6015 "Let's Keep America Beautiful" Visit from patrolman or fireman Visit Court - either traffic or juvenile Film: State Department of Education 1473 "What Liberty and Justice Mean?"
III. Using ads from local newspapers, find sources of part-time and full-time employment possibilities. A. Personal capabilities--practice "selling yourself" to class. B. Discuss how employment agencies find jobs for people. Emphasize the free services of state agencies as opposed to the paid services of private agencies.	Kuder Preference Test Resource Speaker: Career Briefs: Rehabilitation Counselor "How to Fill Out Applications" (See Appendix) Application for jobs Application for Social Security

BASIC SKILLS	BOOKS AND MATERIALS
C. Learning job training requirements 1. Applications, proof of age, names and addresses for reference, education, health card, driver's license. 2. Social Security number D. How to find jobs 1. Want ads 2. State employment agencies 3. Friends 4. Private employment agencies 5. Going from place to place IV. Learning How to Hold a Job A. Comprehending the value of good personal habits 1. Knowledge of good work habits a. Conserving materials b. Organizing time, efforts, tasks c. Safety d. Punctuality and attendance 2. Acquiring good self-care habits a. Grooming b. Health c. Abilities and limitations B. Social skills to develop 1. Learning to get along a. Persons in authority b. Fellow workers c. Employer-employee relationship	Bohn, Raymond and Wool, John, World of Work: You and Success, Huntington, N. Y., R. E. H. Publishing Company, 1967

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Practice filling out application blanks. Know vocabulary used on applications.	Birth certificates Health certificates Driver's license
D. Have students role-play looking for employment. Stress meaning of "Personnel Office."	Filmstrips: 778-SA "Foundations for Occupation Planning" (5 f/s) C788-SB "Vocational Decisions" (3 f/s) w/r Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614
IV. Holding a job--being an employee	16mm Sound Films: "Careers in the Building Trades" "How to Remember" Coronet Instructional Films 65 E. South Water Street Chicago, Illinois 60601
A. Discuss personal reasons why employers have certain requirements.	Current newspapers Application forms from state and private employment agencies
1. Discuss work habits of a self-employed person.	Film: State Department of Education 5875 "All America Wants to Know--Why Johnny Can't Get a Job"
2. Figure profit on several articles. Consider cost of material, labor, advertisement, etc. a. What is waste? Why conserve? b. Discuss what affect an employee's personality can have on an employer's profits.	Fallen, Sullivan, and Wilson, Progress Report of the Work-Study Experience Program-1966, Little Rock, Little Rock Public Schools and Arkansas Rehabilitation Service, 1967
B. Role-play situations involving persons seeking employment who have been careless in their personal grooming habits.	Local newspapers, pictures and stories of personal promotions

BASIC SKILLS	BOOKS AND MATERIALS
V. Understanding Kinds and Purposes of Taxes A. City B. State C. Federal 1. Withholding 2. Social Security	
VI. Knowledge of How to Manage Money A. Earnings	Hudson, Margaret and Weaver, Ann, Getting Ready for Pay Day Checking Accounts Part I
B. Budgeting	Saving Accounts Part II
C. Buying	Planning Ahead Part III
D. Saving 1. Banks 2. Insurance: Life, health and accident, disability, compensation, fire and theft, automobile 3. Home 4. Bonds	Phoenix, N. Y., Frank E. Richards, 1963
E. Borrowing	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
V. Taxes Make graphs showing how tax money is spent on local, state and national level.	Kit from Federal or State Revenue offices on Income Tax W-2 and W-4 forms, Burrough's Tax Rate Schedule Social Security booklet Resource person: Tax Assessor
VI. Management of money---What's a bargain? Read ads---Find proof of bargain from ad. A. How does money earn money? Visit a bank. Discuss banking services: Checking and saving accounts (deposits and withdrawals), drafts and money orders, loan department, safety deposit vault and boxes.	Visit from a banker explaining services Film: "Fred Meets A Bank", Coronet Films, 65 E. South Water Street, Chicago 1, Illinois Actual bank books, deposit slips, and bank statements (See appendix)
D. Discuss other ways of saving: Building loans, government bonds.	Resource person: Insurance agent
E. Borrowing from reputable firms; discuss loan sharks and pawn shops.	

BASIC SKILL	BOOKS AND MATERIALS
VII. Skill in Use of Leisure Time	
A. Activities available in home and community	
B. Participation	
1. Selection of activities	
2. Selection of companions	
3. Selection of time	
4. Cost	
VIII. Developing a Practical Understanding of a Driver's Responsibilities	Wool, John, Getting Ready to Drive, Phoenix, N. Y., Frank E. Richards Company, 1967
A. Filling out applications	
1. Application for driver's license	State Driving Manual, Arkansas State Police, 1966
2. Registration of car	
B. Safety signs	
1. Traffic signs	
2. Traffic lights	
3. Standard signs	
4. Road markings	
5. New laws of compulsory car inspection	
C. Knowing your car	
1. Essential parts of car and their functions	
2. Seat belts	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
VII. Leisure Time A. Discuss the influence of seasons and weather on activities. Emphasize the need to be flexible and change plans if necessary. B. Make a map showing the location of parks and play areas. C. Discuss the need for dues and fees in clubs and organizations.	Newspaper announcement of meetings of hobby groups
VIII. Driver Responsibilities A. Applications 1. Fill out sample driver applications. 2. Fill out registration for car. Emphasize importance of keeping bill of sale, pink slip, title. B. Safety Signs 1. Draw highways and streets. Have pupils put in appropriate highway and traffic signs. 2. Draw a map of downtown area. 3. Put in "traffic flow" pattern of streets. Mark boulevards, one way, free-ways, reverse lanes, etc. 4. Conduct a true-false driving quiz with pupils using signs as answers. 5. Know location of service stations and other places that are official state vehicle inspection points. C. Invite an auto mechanic to speak to the class using diagrams and car parts as visual aids.	Representative from State Police and City Police Driver's license manual Representative of insurance agencies - All State, Aetna, Travelers, etc. Signs on service stations - State Inspection Films: Available from City Police Department, "Death on the Highway", "Driver to Kill", "Jerk That Looks", "Driving on the Highway", "Driving at Night", "What Made Sammy Speed", "Devil Take Us" Materials available from AAA (local) or American Automobile Association, 1712 G. St. N. W. Washington, D. C. All State Insurance Company, 7447 Skokie Blvd., Skokie, Illinois Goodyear Tire and Rubber Company, 1144 E. Market St., Akron 16, Ohio Automobile Industry Highway Safety Commission, 2000 K. St., N. W. Washington 6, D. C. Films: Little Rock Police Department, "Parking the Car", "Care of the Car", "The Missing Witness"

BASIC SKILLS	BOOKS AND MATERIALS
D. Safe driving attitudes and behavior 1. Traffic rules and regulations a. Based on state driving manual b. Based on common courtesy 2. Operating the car a. Parking b. Passing c. Signaling d. Turning e. Slippery weather f. Night driving g. Stopping h. Rules of the road i. In case of an accident	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
D. Show pictures of inclement weather. 1. List driving precautions for different conditions. 2. Discuss offensive and defensive driving. Discuss legal requirements in case of accident and the importance of notifying insurance agency.	

FUNCTIONAL ENGLISH

BASIC SKILLS	BOOKS AND MATERIALS
Developing Oral Communication A. Social Skills 1. Clear and distinct speech 2. Correct pronunciation 3. Using complete sentences 4. Conversation manners a. Appropriate "give and take" of a discussion b. Telephone manners 5. Parliamentary procedure B. Skills for pre-vocational preparation 1. Introductions 2. Interviews	McKee, Paul, Harrison, Lucile, McCowen, Annie, et al., English for Meaning, New York, Houghton Mifflin Biedenharn, Norma, Bracken, Dorothy, et al., The New Building Better English, New York, Harper & Row Wolfe, Josephine, Wright, Adele, et al., English Your Language, Boston, Allyn Bacon Cage, Mabel Vinson, Spoken Drills and Tests in English, San Francisco, Harr Wagner, 1966 Baily and Walker, Our English Language, New York, American Book Company Randall, Florence, Getting A Job, Palo Alto, California, 1966 Bohn, Raymond and Wool, John, The World of Work: You and Success, Huntington, N. Y., R.E.H. Publishing Company, 1967 Schneider, Bernard, Getting and Holding a Job, Phoenix, N.Y., Frank E. Richards, 1966
I. Developing Written Communication A. Developing writing skills 1. Manuscript 2. Cursive B. Using writing in social situations C. Using writing for vocational purposes 1. Answering ads for employment 2. Writing requests for information, mail orders, deposit and withdrawal slips, sales slips, checks, shopping lists	Billington and Staffelback, Our Handwriting, San Francisco, Harr Wagner

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Developing Oral Communication A. Reports on conversation in home and public places with different ages and sexes and for various occasions. 1. Importance of projecting voice: conducting a meeting 2. Pick out individual problems of incorrect or omitted phonetic sounds in speech of individual. 3. Put phrases on board; add necessary words to make complete sentences. 4. Role play answering friends younger and older, persons in authority, strangers, employers, etc. a. How to handle arguments or differing opinions. b. Appropriate length, topics, emergency calls, long distance calls, listening skills. B. Role play parts of employer interviewing employee for a job. Use common words for general business purpose. (See appendix - Occupational vocabulary) 1. Discuss and practice employer's expectation of customers, manners, telephone manners. 2. Practice "do's"and"don'ts" of interviewing. 3. Fill out applications for Social Security number, job forms, insurance forms. Know location of buildings and business transacted at each; such as: New State Health Building for birth certificate, Federal Office Building for Social Security information. II. Developing Written Communication A. Developing writing skills 1. Pupils fill in applications which request printing of information, zip codes. 2. Pupils write friendly letters, business letters, invitations, condolence notes, applications for job, etc. B. Write notes of appreciation and acknowledgement of gifts, filling in blanks, of invitations for showers. Know significance of parties, dinners, etc. C. Using writing for vocational purposes 1. Fill in applications for jobs, answer ads from newspapers. 2. Know meaning of references, parent's occupation, where born, religion, physician's name. Know parts of a recipe.	Films: Little Rock Public Schools 102 "Act Your Age" 322 "Belonging to the Group" 153 "How Friendly Are You?" 44 "Speech" 258 "Speech - Conversation" Film: "Introductions", Encyclopedia Britannica Inc. Tape recorder Film: "Describing an Incident", Coronet Building, Chicago, Illinois Film: Arkansas State Education Department 1049 "How to Remember" Films: Coronet "Let's Pronounce Well" "Making Sense with Sentences" Resource person: Personnel Manager Application blanks Newspaper ads

BASIC SKILLS	BOOKS AND MATERIALS
3. Filling out applications III. Developing Grammatical Skills A. Understanding sentence structure 1. Kinds a. Declarative, interrogative, imperative, exclamatory b. Simple, compound, complex B. Understanding parts of speech 1. Subject and predicate; relations of subject and verb 2. Using more colorful speech; adjectives and adverbs 3. Using spelling words correctly in written sentences C. Understanding paragraphing 1. Topic sentences 2. Indentation: written conversation 3. Using logical order and sequence D. Understanding grammar and usage 1. Parts of speech: nouns (proper and common), pronouns, verbs, adverbs, adjectives 2. Plurals--matching of irregular, and importance of verb tense 3. Review formation of contractions, compound words, and possessives 4. Prefixes and suffixes E. Understanding rules of capitalization F. Knowing how to use punctuation correctly: period, question mark, exclamation mark, hyphen, apostrophe, quotation marks, semi-colon, colon. IV. Developing Reading Skills A. Increasing vocabulary 1. Pronunciation of words 2. Meanings of words 3. Use of words in sentences, both oral and written	Strange, Heavey, Roberts and Barbe, Teen-Age Tales, Boston, D. C., Heath Reading Skill Builders, Pleasantville, N. Y., Reader's Digest Services, Inc.

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
3. Pupils practice ordering, filling out blanks from banks, sales slips	
III. Developing Grammatical Skills	
A. Give oral and written work exercises on different kinds of sentences.	
B. Understanding parts of speech 1. Use drills from texts and workbooks. 2. Pick out subjects and verbs in other materials, substitute other adjectives and adverbs. 3. Use spelling words in sentences. Drill on synonyms, antoyms, homonyms.	
C. Write simple story on board, have pupils rewrite, paragraph and punctuate. 1. Give a topic sentence and then build a paragraph around it. 2. Show samples of margins, paragraphs. Use reading book for example. 3. Jumble sentences. Have class to rewrite in sequential order.	Film: "Building Better Paragraphs", Coronet Film Co., Chicago, Illinois
D. Grammar and usage 1. Simple sentences: label parts of speech, pick out helping verbs. 2. Know rules for forming plurals, memorize comma, irregular verbs. 3. Construct sentences and have children make changes in the wording. 4. Practice finding root words. Add prefixes and suffixes to words in a sentence and see how meaning changes.	Film: "Punctuation Marks Your Meaning"
E. Find examples of all rules in magazines, newspapers, books. Be able to quote rules.	Newspapers
F. Use language texts and workbooks to develop skill by practice.	Teacher-made materials
IV. Reading	
A. Develop vocabulary for each story to be read. 1. Use Little Rock Reading Vocabulary List. 2. Know definitions and be able to use in a sentence. Definition should be appropriate for context.	Films: Little Rock Public Schools 316 "Better Reading" 516 "Why Read"

BASIC SKILLS	BOOKS AND MATERIALS
B. Following directions 1. Oral 2. Written	Smith, Nila B., Be A Better Reader Series, Englewood, New Jersey, Prentice Hall, 1968 SRA Reading Laboratory Scope Know Your World Weekly Reader
C. Using context clues 1. For discovering word meaning 2. For understanding content	
D. Reading for facts	
E. Locating answers 1. Understanding questions 2. Predicting outcomes 3. Drawing conclusions	Boning, Richard, Specific Skill Series, Rockville, Centre, New York, Barnell Loft, 1962 Following Directions (E & E) Using the Context, Level 1 (E & F) Getting the Facts, Book III (E & F) Tests and Drills, Book IV (E & F)
F. Knowledge of newspapers and magazines 1. Know parts or sections of newspaper, such as: editorial, society, sports, obituary, court news, ads, and how they are classified 2. Kinds of magazines a. Leisure or pleasure reading, news views b. Specific interests	Newspapers: local, daily Newspaper: national, weekly or daily
G. Telephone directory: alphabetized businesses and services located in the Yellow Section 1. Vocabulary 2. Abbreviations	
H. Reading for protection and safety 1. Labels 2. Guarantees - warranty	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
B. Following directions 1. Reading labels, directions, highway markings, and functional word list. C. Have students use Specific Skill Series for work in these areas. D. See "C" E. See "C" F. Newspapers and magazines 1. At random cut articles from newspapers. Children place them in proper place. Read captions from stories; tell under what classification they would fit. Write classified ads for employment, lost and found, items for sale. 2. Learn names of leading magazines, where found in local library. Teacher calls name of magazine, children identify kind of information available. a. Know names of story magazines--men, women, children. b. Know names of magazines dealing with cards, mechanics, gardening, cooking, sewing, etc. c. Understand terms such as: continued on page so-so, continued next month. G. Study telephone books. Know area code, information, white and yellow pages, maps (if local), zip codes. 1. Vocabulary, index to yellow pages, where to buy or call for services. 2. Students organize a class directory modeled after a telephone directory. Bring in abbreviations of names and streets. H. Reading and analyzing directions for use on: cleaning fluids, bug sprays, poisons, paints, dyes, etc. 1. Read information on labels. 2. Read guarantees and warranty for appliances, cars, fabrics, etc.	

ENGLISH - GRADE 9

BASIC SKILLS	BOOKS AND MATERIALS
I. Reading for leisure or pleasure	
1. Accessible book reviews of newest books being published, found in Sunday Editions of local papers and some magazines such as Life and Saturday Review	Torchlighter Library II, Evanston, Ill., Harper & Row (An individualized reading library of 36 excellent children's books for grades two through four - $79.50)
2. Reviews on book covers of new books in libraries	
V. Developing Spelling Skills	
A. Mastering phonics (refer to Language Arts)	We Write and Spell (Workbooks)
1. Recognizing individual consonant and vowel sounds and blends	Kottmeyer, William and Ware, Kay, Basic Spelling Goals, St. Louis, Webster, 1960
2. Recognizing phonetic parts and division into syllables	
3. Compound words--little words in larger words	Brake, Rachel G., New Phonics Skill Text Series, Columbus, Ohio, Charles Merrill
4. Word building: add s, ed, ing, er, est, and the most common prefixes and suffixes	
B. Using Dictionary Skills	
1. Alphabetizing (single and multiple letters)	Thorndike - Barnhart Dictionaries: Beginning, Junior, and Advanced, Dallas, Scott Foresman
2. Guide words	
3. Definitions	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Have pupils report on individual interests in reading. Know resources of aid in securing materials, such as librarian. Read stories of fiction, true experience, plays, poetry to them. Have students report on interesting items they have read. Encourage broadening fields of interest through pictures, books, magazines, films, and travel.	Folklore, fantasy, legends National Geographic, Life, National Wildlife, Readers Digest, etc. Story hours, summer and Saturday at library book review programs
V. Developing Spelling Skills A. Phonics: 1. Games identifying sounds, building new words by changing or substituting other consonants and vowels.	Phonics games Phonics in Action, Thompson Special Education Department Essential Phonetic Elements Sheet
B. Dictionary 1. Open dictionary in center. What letter do you find? Open on center of each half. What letter is found there? Practice how to open at approximate desired part. 2. Take lists of words and pretend to locate them in a dictionary by using guide words teacher has written on the board. 3. Select contextual definition from several offered.	

BASIC SKILLS	BOOKS AND MATERIALS
4. Key to pronunciation--diacritical markings 5. Root words 6. Word origins 7. Parts of speech 8. Meanings of words, phrases, clauses, sentences, expressions C. Using correct spelling in other academic areas	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
4. Practice pronouncing unfamiliar words that have diacritical markings. 5. Use correctly prefixes and suffixes. Make additions to pupils' list of root words. 6. Look up foreign words. Study comments included as to derivations. 7. Know abbreviations of parts of speech and that usage of some words determines what parts of speech they are: Note slang and colloquial expressions. C. Insist on correct spelling in all other academic areas.	

FUNCTIONAL MATHEMATICS

BASIC SKILLS	BOOKS AND MATERIALS
I. Understanding Numbers and Number Systems A. Counting by 2's, 5's, 10's, to 100, by 100's to 1000 B. Reading and writing numbers to 1000 C. Knowing the value of money D. Reading and writing United States money in decimal form E. Understanding time and its uses F. Understanding measurement and its uses G. Reading Roman numerals for clocks and book chapters	Upton, Clifford and Fuller, Kenneth American Arithmetic, New York, American Book Co., 1960 Alves, Fertsch, Matthys, The Modern Practice Book in Arithmetic, Austin, Steck-Vaughn, 1953 Arithmetic Inventory Tests, Little Rock Special Education Department
II. Understanding the Fundamental Operations A. Addition 1. Addition vocabulary: add, addition, addends, plus, equal 2. Simple addition 3. Addition with carrying 4. Addition of money 5. Word problems B. Subtraction 1. Subtraction vocabulary: take-away, subtraction, minuend, subtrahend, difference, equal, borrow, less, more than 2. Simple subtraction 3. Subtraction with borrowing 4. Word problems in subtraction	Drill books by Little Rock Special Education Department

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Understanding Numbers and Number Systems A. Students count orally and write numbers by 2's, 5's, 10's and 100's in sequence B. Give students teacher-made sheets of numbers with missing numbers to be filled in. C. Use real money to teach name and value of denominations. D. Have pupils collect, count, and record money for Junior Red Cross, PTA fees, library fines, etc. E. Call on pupils at various times throughout the day to tell what time it is, or what time the class changes, or when to go to lunch. F. Work in situations where you can see if students can use units of measurement. G. Drill sheets from ditto books. Bring or make clock with Roman numerals.	Filmstrips: Little Rock Public Schools 256f "Counting by 10's to 50" 256h "Counting by 10's to 100" 100 Number charts Teacher-made sheets of number sequence with numbers missing Jenn Publications, duplicate work forms B328, B329, B331, B332 Filmstrips: Little Rock Public Schools 2560 "Reading Numbers to 100" 256m "Writing Numbers to 100" 436d "Time and Money" Classroom wall clocks Large 12' ruler with Arabic numbers on one side, Roman numerals on the other Rulers, yardsticks, thermometers, quarts, pints
II. Understanding the Fundamental Operations A. Addition 1. Administer addition inventory test. 2. Introduce each vocabulary term as needed. 3. Drill books prepared by Little Rock Special Education Department make good practice material when sheets are used separately or book as a unit. 4. Make use of pages in textbooks and problems on chalkboard for practice work. 5. Use practical daily problems for exercises. B. Subtraction 1. Administer subtraction inventory test. 2. Introduce each vocabulary term as needed. 3. Drill books prepared by Little Rock Special Education Department make good practice material when sheets are used separately, or book as a unit. Make use of pages in textbooks and problems on chalkboard for practice work. 4. Use practical daily problems for exercises.	A New Look at Common Fractions, Part 1, 2, 3, Continental Press Jenn Publications, duplicate work forms B345, B346, B347, C153, C154

BASIC SKILLS	BOOKS AND MATERIALS
C. Multiplication 1. Multiplication vocabulary: multiply, multiplicand, multiplier, product 2. Simple multiplication 3. Single multiplier with carrying 4. Two multipliers with carrying 5. Two multipliers, some with carrying,some without 6. Word problems in multiplication	Mastery Arithmetic Drills and Tests, Hayes Drill Books
D. Division 1. Division vocabulary: divide, dividend, divisor, quotient, remainder 2. Simple division 3. Simple division with remainder 4. Uneven division with remainder 5. Two or more divisors with and without remainders	
E. Fractions 1. Concepts a. Concept of halves: as two equal parts of a whole b. Concept of fourths: as four equal parts of a whole c. Concept of thirds: as three equal parts of a whole d. Concepts of halves, fourths, thirds, in everyday life situations, as: half a cup, 1/4 a mile, 1/3 of a doz. hot dogs 2. Adding and subtracting fractions with like denominators 3. Adding and subtracting fractions with unlike denominators 4. Word problems in addition and subtraction of fractions	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
C. Multiplication 1. Administer multiplication inventory test. 2. Introduce each vocabulary term as needed. 3. Use worksheets, textbooks, and chalkboard in practice and stressing the need for accuracy. 4. Use practical daily problems for exercises.	Films: Little Rock Public Schools 554 "Introduction to Fractions" 210 "What are Fractions?" 555 "How to Add Fractions" 549 "How to Subtract Fractions" 528 "Division of Fractions" Fraction Kits Learning Arithmetic Gr. 4, Gel-Sten Jenn Publications, duplicate workforms C174 Film: Little Rock Public Schools 209 "What Are Decimals?"
D. Division 1. Administer division inventory test. 2. Introduce each vocabulary term as needed. 3. Use worksheet, textbooks, and chalkboard in practice and stressing the need for accuracy. 4. Use practical daily problems for exercise.	
E. Fractions 1. Administer fraction inventory test.	
2. Have pupils practice writing the fractional words with the numbers 1/2 one-half, 1/4 one-fourth, 1/3 one-third. 3. Give experiences with parts of a whole in situations as they are met in daily activities. a. Cut sandwiches in half for a party. Use one-half in color schemes for arts and crafts. b. Use one-fourth cube of butter when buttering sandwiches for a party. Point out there are four cubes in a pound, so 1/4 pound is a cube. c. Have pupils observe a package of new pencils (1 dozen in a package, 4 in a row, 3 rows). Take out 1/3 of them at a time. d. Divide paper plates into halves, fourths, thirds, color the sections various colors. Let students superimpose the sections on a whole plate. 4. Encourage pupils to use fractional parts through eights as needed. Use rulers marked to eighths.	

BASIC SKILLS	BOOKS AND MATERIALS
F. Decimals 1. Addition 2. Subtraction 3. Multiplication 4. Division 5. Use of $ (dollar sign) and decimal point in writing amounts of money 6. Word problems using decimals in everyday life situations III. Measures A. Uses of a calendar 1. Recognition of the calendar as a measuring tool 2. Recognition of days, months, years as units of measurement 3. Recognition of days of the week and their sequence 4. Recognition of the months of the year and their sequence 5. Recognition of birthdays and holidays B. Telling time C. Using common tools of measurement 1. Measuring tools and what they measure	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
F. Decimals 1. Administer decimal inventory test. 2. Use practical money problems.	
III. Measures A. Have the pupils do the following exercises orally and in writing. 1. Name the days of the week. 2. Name the sequence of the days in the week. 3. Give the number of days in each month. 4. Give the number of weeks in a month. 5. Name the months of the year. 6. Name the sequence of the months in the year. B. Review with pupils the following: 1. Time as a unit of measurement 2. Parts of the clock: face, hour hand, minute hand, second hand 3. Tell time by even hours, odd hours, 1/2 hour, 1/4 hour. 4. Time in writing 1:00, 1:30, 1:45 5. Number of hours in a day. Counting by 5's, 10's, as applied to a clock face 6. Demonstrate and teach the meaning of a.m. and p.m. 7. Teach and have pupils practice telling time by minutes after and minutes before the hour. 8. Compare the hour placements on the clock face with the directions on a compass. C. Make a list like the following for study and reference 1. Measuring Tools We Use: Clock; Calendar; Thermometer; Quart, pint bottle; Gallon jars, cans, cartons; Yardstick, foot ruler, and tape measure What We Measure: Time: hours, 1/2 hours, minutes; Days, weeks, months, seasons, years; Temperature in degrees; Liquids; Distance	Jenn Publications, duplicate workforms B344

BASIC SKILLS	BOOKS AND MATERIALS
2. How they help us in daily living 3. How various food, and other materials are measured D. Understanding concepts of definite and indefinite measurements 1. Terms of position 2. Terms of comparison	
IV. Functional and Social Uses of Arithmetic A. Counting and using money 1. Recognizing all U.S. coins and $1, $5, $10, $50, $100 bills 2. Making change for all coins and bills 3. Buying groceries for week, month 4. Reckoning sales tax 5. Buying clothes; reckoning discount on sales prices 6. Paying bills for utilities 7. Reckoning cost of a car a. Down payment b. Monthly payments; interest c. Registration d. License e. Insurance f. Depreciation	Jenn Publication, duplicate workforms B350, B359, C169, C173

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
Spoons — Food ingredients Cartons — Eggs and supplies Scales — Weight, food in store 2. Extend pupils' knowledge of how measuring tools help us in our daily living. 3. Discuss how food and other articles we buy are measured. 4. Teach abbreviations along with the measures. D. Definite and indefinite measurement 1. Teach classroom housekeeping, construction, and art and craft activities to teach terms of position. 2. Use concrete objects and activities to teach comparisons. In the beginning these differences would be very large and then progress to smaller differences. 3. Point out difference in indefinite measures like sackful (what size sack), giant (what does it mean?), economy size, pinch or dash in cooking, season to taste, differences in gallons (gallon of water is not the same weight as a gallon of syrup.)	Film: Little Rock Public Schools 55 "Measurement"
IV. Functional and Social Uses of Arithmetic A. Counting and using money 1. Make sure each student recognizes the cent, nickel, dime, quarter, half-dollar, and bills of different denominations. 2. Have numerous exercises and worksheets on the value of the different coins. Have pupils practice counting money whenever possible. Have pupils practice making change for small amounts as for 25¢, then 50¢, etc. Use a cash register in making change when possible.	Cash register Filmstrips: From Office of Economic Education Little Rock Public Schools "The Work We Do" "The Things We Make" "The Money We Earn" "The Things We Buy" "The Service We Buy" "The Rules We Follow" "What Our Taxes Do For Us"

BASIC SKILLS	BOOKS AND MATERIALS
8. Using checks and money orders	
9. Use of savings accounts; meaning of interest 10. Understanding salary, withholding, deductions	
11. Budgeting 12. Preparing income tax forms	
B. Problem solving: Arithmetic in everyday situations	
1. Problems for the home	
2. Problems for school	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
8. Introduce checks and money orders and their purposes. It may be possible to pretend your class is a company and the teacher is the boss. Issue "voided" pay checks once a week. Students will then have to deposit all or part of this, and write checks for their bills.	Any bank will give teachers blank checks and deposit slips (free). Field trip to banks. Pamphlet: "Money: Master or Servant", Public Information Department, Federal Reserve Bank, New York 10045
10. Money Exchanges a. Make up shopping lists for groceries and clothing with prices advertised in newspaper or magazines. b. Figure salaries due, based on a certain amount per hour. Explain payroll deductions.	Resource person: Better Business Bureau Newspapers and magazines
11. Introduce and develop a personal and family budget. Have pupils keep account of their personal money for a week, month.	
12. Introduce income tax forms and prepare samples with the class.	
B. Problem Solving Make strong use of reading problems and problem solving pages in textbooks as well as worksheets and any other forms of these. It is realizing a problem and knowing how to attack it to get a solution that counts, and this is the aim of reading problems.	
1. Have pupils make a list of occasions and purposes for which arithmetic is used in the home. a. Recipes b. Buying c. Budgeting time and money d. Size in clothes e. Making simple objects for the home	
2. Have pupils make a list of occasions and purposes for which arithmetic is used in: a. Home Economics class b. Shop class c. Office work d. Cafeteria e. Arts and crafts f. Buying books and materials g. Class period (time) h. Class size	

BASIC SKILLS	BOOKS AND MATERIALS
I. Acquiring Knowledge about Science A. Understanding the meaning of science B. Distinguishing between a scientific fact and a superstition C. Understanding the meaning of experiment D. Understanding the importance of following rules while conducting experiments II. Thinking Critically about Our Solar System and the Universe A. Understanding the universe 1. Size - motion 2. Components 3. Nature and composition of space B. Understanding the earth 1. Land a. Types of soil b. Layers of the earth	Ames, Maurice, Baker, Arthur, and Leahy, Joseph, Science for Your Needs, Englewood Cliffs, Prentice-Hall Barnard, Standler, and Speck, Science Life Series Revised (Books 5 & 6), New York, Macmillan Beauchamp, Wilbur, and Blough, Glenn O., Science is Experimenting, Chicago, Scott - Foresman, 1962 Jacobson, Willard & King, Robert, Adventures in Science, New York, American Book Co., 1959 Stone, George, and Stephenson, Lucy, Science You Can Use, Englewood Cliffs, Prentice-Hall Know Your World (a weekly newspaper), Columbus, Ohio, American Education Publications Weekly Reader - Science Issue Smith, Exploring Science for the Space Age, Philadelphia, Lippincott, 1966 Craig, Bryan, et al., Experimenting in Science, Boston, Ginn Craig, Bryan, et al., Learning With Science, Boston, Ginn Craig, Bryan, et al., Facing Tomorrow With Science, Boston, Ginn This Earth of Ours (5) Steck (workbook) Exploring Our World (7) Steck (workbook) Thurber, Walter A., Exploring Science, Boston, Allyn & Bacon, 1962

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
I. Acquiring Knowledge about Science	
A. Get acquainted with science area in library.	
B. Prepare a list of common superstitions and scientific facts. Read each to the class. Let class classify them as to whether each is a superstition or fact. List some superstitions. Tell where each originated or something about them.	Bulletin Board Pictures from magazines & newspapers
C. Perform simple experiments in class. Discuss results. Write results in a science notebook.	Film: Arkansas State Department 888 "Science and Superstition" Advertisements from newspaper, magazine, radio and television
D. Discuss rules for conducting an experiment.	Globes, charts, maps
II. Thinking Critically about Our Solar System and the Universe	
A. Special reports on planets, meteors, comets, phases of the moon, eclipses.	
1. Draw pictures or charts of components which make up our solar system, phases of the moon, etc.	Shine a flashlight on globe to aid concept of motion making our measurements of time.
2. Compare likenesses and differences of planets in our system. Discuss astrology, mythology, signs of zodiac, and horoscope. List each child's birthday. Compare his birthday with horoscopes found in astrology magazine.	Copy of astrology magazine such as Fortune Telling
3. Read reports and look at pictures in National Geographic about Space Programs. a. Know launching area b. Types of rockets c. Problems facing program	National Geographic magazine on Space Program NASA Assembly program - sponsored by Federal Government. Visit Spacemobile.
Keep a vocabulary notebook on space terminology. Use vocabulary to complete or fill in blanks of sentences.	
B. Have children bring samples of soil, plants, animal life, etc., found in their locality.	
1. a. Learn names of types of soil found in local vicinity. Discuss how soil is formed. Discuss where various types of soil are found in the state. On a flat map of Arkansas, place soil samples in general locations. b. Illustrate in notebook the 3 main layers of the earth.	

BASIC SKILLS	BOOKS AND MATERIALS
c. Materials of earth's crust	
d. Surface changes - man made and forces of nature	
2. Water	
a. Sources and types	
b. Water cycle	
c. Distribution	
d. Uses	
e. Influences	
3. Air and weather	
a. Causes	
b. Temperature changes	
c. Seasons	
d. Air masses	
4. Light	
a. The spectrum	
b. The importance of color and its effects on light	Encyclopedia: Light
c. How light travels	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
c. Look at rocks, soil, sand, etc. under hand-lens microscope. Examine kind of rocks used in buildings in community. Name local industries depending on soil and rock of area. Learn names or classifications of rocks. Discuss how rocks are formed. Make collection of different rocks and observe differences.	Films: Little Rock Public Schools 491 "Beyond Our Solar System" 388 "Exploring The Night Sky" 480 "Earth Satellites" 457 "A Trip to the Moon" 782 "A Trip to the Planets" 501 "A World is Born"
d. Discuss what forces change the earth's surface. Find pictures of these changes. Locate on a state map quarrying and ore operations.	Relief map of Arkansas from State Geological Department Also sample of soil, universals, rocks of the state
2. Water	
a. Know source of local water supply. Learn principal rivers and bodies of water in Arkansas. Discuss types of water (fresh, salt, artesian)	Jenn Catalog 1966-67, Rocks and Their Formation, C 332 Duplicator Resource person: County agent Project "Mohole", National Geographic
b. Illustrate the water cycle on the bulletin board. Show film on the "Water Cycle".	Make collection of different rocks and observe differences.
c. On a globe, compare the amount of water and land covering the earth's surface.	Visit quarry and places where highway cuts have been made.
d. List uses of water. Discuss the economic importance of water.	Films: Little Rock Public Schools 666 "Rocks for Beginners" 596 "Rocks and Gems" 752 "Canyon Country" 508 "Volcanoes Make Mountains" 697 "Geysers and Caverns"
e. Discuss ways in which water affects our every day living.	Chart of water cycle and maps
3. Air and weather	Films: Little Rock Public Schools 619 "Water in the Weather" 495 "Water for the Community" 107 "Water Works for Us" 220 "Irrigation Farming" 534 "A Visit to the Waterworks" 130 "Great Lakes" 14 "Water Cycle" 619 "Water in the Weather" 360 "Our Weather" 731 "Climate of North America" 105 "Air All Around Us" Visit U. S. Weather Bureau. Weather clippings from newspapers and magazines
a. Discuss how weather originates. Discuss how weather influences our lives. Check almanac for accuracy of extended forecasts.	
b. Record temperatures for a week in different parts of the room, building, and outdoors. Over a week's time, chart temperature for Little Rock.	
c. Discuss how seasonal changes affect our lives.	
d. On maps of air currents, demonstrate conduction, convection, and circulation.	
4. Light	
a. Use triangle prism to break up sunlight.	
b. Survey color in the environment. Discuss the uses of color in natural and man-made environments.	
c. Discuss the nature of light and its sources. Prove that light travels in a straight line.	

SKILLS	BOOKS AND MATERIALS
d. Reflection of light e. Different light sources 1. Artificial light 2. Sunlight 3. Electric light 4. Vapor light f. Vision and light III. Understanding How Man Uses Power A. Manpower B. Animal power C. Machine power D. Air and sea power E. Jet power F. Electric power G. Atomic power IV. Acquiring Knowledge about the Nature of Life A. Understanding the interrelationship of living things	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
d. Discuss how light is reflected. e. Bring pictures showing the many sources of light.	Film: State Department of Education 580 "Light All About Us"
f. Study a model of the eye. Compare the eye with a camera.	Films: Little Rock Public Schools 112 "Light and Shadow" 485 "Sun and How it Affects Us" 430 "Eyes - Their Structure and Care" 18 "Eyes and Their Care" 95 "Your Eyes"
II. List sources of energy and give a special report on some type of energy that you use.	Jenn Catalog Science Unit
A. Discuss ways in which man uses his own muscle power.	Films: Little Rock Public Schools 28 "Energy and Its Transformation" 110 "Steam Turbine"
B. List animals used for power. Consider geographic influence.	Forms of energy machines
C. Look up in encyclopedia development of machines. Find out horsepower of personal machines used in homes: cars, trucks, motors, etc.	Collect pictures of power machines.
D. Look up encyclopedia pictures of first boats and planes. Compare with today in size and design. Discuss what makes it possible for wings of planes to facilitate flying. Blow on a piece of paper on a flat surface. Why might a plane ride be bumpy?	Pictures of planes and boats Resource person: Office of U. S. Navy
E. Discuss how a push one way causes a push the other way.	Films: Little Rock Public Schools 9 "Atomic Energy" 482 "Explaining Matter-Atoms and Molecules" 592 "Living with the Atom" 194 "Survival Under Atomic Attack"
F. Demonstrate static and current electricity and control of it. Invite someone from power company to talk with class. List ways electricity is used in homes. Discuss how it is measured and safety rules regarding its use. Know source of local supply. Consider how homes are built and inspected for health and safety.	U. S. Navy films on submarines - call local office.
G. Find articles in newspapers and magazines on atomic energy.	Films: Little Rock Public Schools 292 "Making Electricity" 83 "Flow of Electricity" 114 "Magnets" 290 "Magnetism" 537 "Jet Propulsion" 481 "Rockets - How They Work"
IV. Acquiring Knowledge About the Nature of Life	
A. Draw a web of life showing how every living thing is dependent on other living things and competes for food, space and shelter in its struggle for existence.	

SCIENCE - GRADE 9

BASIC SKILLS	BOOKS AND MATERIALS
1. Plant classification 2. Animal classification	
B. Understanding the importance of conserving natural resources 1. Plants	Schneider, Herman and Nina, Science For Today and Tomorrow, (3rd ed.) Boston, Heath, 1968
2. Animals	World Book Encyclopedia: "Conservation"
3. Life's environment	
V. Understanding Ways in Which Men Are Improving Their World A. Fabrics	
B. Metals	
C. Plastics	
D. Reclaiming waste materials	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Study native plants in the community. Make silhouettes of plants. Discuss: "Could plants survive without animals?" 2. In a notebook list foods which come from livestock and where in the state they are raised and marketed. What would happen to the number of insects if all birds who feed on them were killed? Discuss the commercial importance of fish to Arkansas. Enter yearly Audubon Theme Contest.	Films: Little Rock Public Schools 534 "Life of a Plant" 369 "Carnivorous Plants" 564 "Biography of a Fish" 151 "Field Trip to Fish Hatchery" 349 "Birds of the Countryside" 438 "Life in the Ocean" 535 "Life in the Sea" 75 "Cattle Country" 147 "Cattle and Corn Belt" 496 "Reptiles and Their Characteristics"
B. Conserving natural resources	
1. Number, location, and size of state and national forests in state. Visit commercial gardening area around Little Rock. Report on where vegetables were grown that you have in your kitchen. 2. Make map showing activities of birds in certain areas. Survey birds in neighborhood now. Report on what birds are missing that were in the area when it was natural. Report on why breeding of plants and animals has become so specialized. 3. Find out who is responsible for planning use of natural resources. Discuss how people have changed the land, air, water and forests. Report on changes in future of Arkansas River and reconstructional areas of the state.	Audubon Films - member as speaker Visit by forest or soil conservation service or Fish and Game Commission representative Films: State Department of Education 971 "Arteries of Life" 969 "Birth of the Soil" 488 "Soil Resources" 998 "Forest Conservation" 5475 "Nature's Plan" 537 "Seeds of Destruction"
V. Understanding Ways in Which Men Are Improving Their World	
A. Discuss what materials are used for clothing and their relation to season and purpose. Collect samples of fabrics. Stress understanding instructions on garments for their care.	Visit a laundry dry cleaning department
B. Discuss the uses of metals in our daily lives. Bring in pictures illustrating these uses. C. List uses of plastics.	Visit a steel foundry.
D. Discuss the production of goods from by-products.	

HOME ECONOMICS

CONCEPTS	BOOKS AND MATERIALS
(Child Development) I. Accepting Responsibilities for Younger Children A. Community: (churches, day care centers, others) B. Parents C. Teen-agers II. How a Child Grows A. In body B. In mind and behavior III. Living with Small Children A. Set the stage for success	"We Work Together" bulletin board - teacher-made Exploring Home and Family Living, Fleck, Fernandez, and Munves Flip Chart on New Words - Teacher-made Meaning of words as: responsibility environment satisfaction community agencies

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Accepting Responsibilities for Younger Children	
A. List some of the ways people in community agencies improve the welfare of little children in your community.	Community resource people: Family Service Urban League Day Care Center Supervisor Bible School teachers
B. List responsibilities of parents and discuss them. Make picture charts of mother's role and father's role.	Invite a mother and father to class to discuss responsbilities of parents
C. Make a list of your responsibilities at home and in the community.	Filmstrip: "Keeping Children Happy"
II. How a Child Grows	
A. Discuss the average height and weight of a child at birth 1. Students find out and report their birth weight and height. 2. Consider how much growth takes place in the first year (Birth weight triples). 3. Describe the physical characteristics of a child at 3 years, 4 years, 5 years. 4. Make a scrapbook on typical activities of children aged 3, 4, 5.	Pictures of children 3 years, 4 years, 5 years
B. Describe how the child at each age reacts to others. 1. Emphasize the importance of speech development, curiosity, and imagination. 2. Observe children in the neighborhood in which you live to recognize these traits. 3. Collect questions a 5 year old would ask.	Cartoons of small children
III. Living with Small Children	
A. Have a "circle of ideas" on different ways you can "Set the Stage for Success" 1. Decide on a specific idea like dressing. Pupils may complete bulletin board.	Display a "Do It Yourself" practice book which includes zippers, buttons and other fasteners.

HUMAN DEVELOPMENT AND THE FAMILY - GRADE 9

CONCEPTS	BOOKS AND MATERIALS
	Bulletin board "Set the Stage for Success"

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
2. Act out the part of a child eating lunch with his mother. How does this child react to approval? to disapproval? How do you feel and what do you do when your parents show disapproval? 3. Make a list of 20 statements beginning with "Don't" that are commonly used in dealing with pre-school children. Then match it with 20 statements saying the same things in positive statements	

CONCEPTS	BOOKS AND MATERIALS
I. The Meaning of Self	
A. Character traits	Steps in Home Living, Florence M. Reiff Young Living, Clayton Exploring Home and Family Living, Fleck, Fernandex, Munves Teenage Living, Ahern Junior Homemaking, Jones-Burnham Teen Guide to Homemaking, Barclay-Champion
B. Self-analysis	
II. Family Relations	
A. Parents	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. The Meaning of Self A. Character traits 1. Make three "Character Sheets" for notebook. Label the first sheet "Home"; second "School"; third "Community". Divide each sheet into three columns labeled 1. Rules to obey; 2. Ways of being honest; 3. People to respect. 2. Discuss ways a person can improve her personality. List "good" personality traits, and undesirable ones. Decide which you will try to add, and which you will try to discard from your personality. 3. Give examples of movie or TV personalities who capitalize on a physical characteristic which might have been considered a handicap.	Booklet: "The Person You Are," Turner-Livingston Reading Series Filmstrip: "Being an Individual", Cathedral Films
B. Self-analysis 1. Talk about ways you change during your teen years in physical, mental, emotional, and spiritual development. Try to make an honest appraisal of your own development. 2. Tell about an incident concerning someone you know (name not given) which showed that she was not growing up emotionally. 3. Divide into small groups and remember a time when you know you did not show that you were growing up. Group members help each decide what could have been done. 4. Discuss and demonstrate mannerisms which are annoying to you. Suggest ways that you might help a person break these habits. 5. Give an account of an impression you gained when meeting a person for the first time, and of the way in which your first impression may have changed. 6. Set up rules which, if followed, will help you make a good impression.	Filmstrips: "There's Nobody Just Like You", Teen Guide to Homemaking Series, McGraw-Hill Film: "Act Your Age," Coronet
II. Family Relations A. 1. Students finish these sentences with the first idea that comes to mind: "I wish my parents would _____" "I wish my parents wouldn't _____" 2. Pupils ask parents to list two or three things they wish their children would or would not do. Pupils bring unsigned list to class, read, and discuss.	Film: "You and Your Parents", Coronet

CONCEPTS	BOOKS AND MATERIALS
B. The family as a unit 1. Work and play 2. Family money management 3. Personal expense record 4. Allowance	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
3. Have a "Swap Session." After this class session, a "Panel of Experts" could further discuss the subject. They in turn could provide a list of things to consider that parents wish teen-agers would do. Select panel from community groups such as; Girl Scout leader, minister, youth counselor from church, doctor, parent, and others. 4. Class set up a code of behavior to follow when visiting in someone's home.	Filmstrip: "Too Much Help", Cathedral Filmstrips, Teen-Parent Relationships
B. Family Unit 1. Develop a bulletin board display on "Family Fun Together", at work, at play, through hobbies, on special occasions, vacations, etc. As an outgrowth of working on the bulletin board, have students share in how they think doing all these activities together can strengthen their family ties and help them develop understanding and appreciation for each other. Students read a story or describe a family on TV that shows members having fun in the family. React to the following expressions: "You treat me like a baby" "I'm old enough to know what I'm doing" "I can take care of myself"	Bulletin Board: "Family Fun Together"
2. Discuss the advantages of talking over family problems in a family council. Point up here that money management is the business of the entire family. Discuss ways that you as a family member share in the money as well as the work. 3. Keep a written account of your personal spending for one week. On the basis of your results, decide whether or not you need to improve in your spending practices. 4. Allowance a. Working with your parents, determine what would be an adequate allowance for you. Make a plan for using it. Decide with your parents to try the allowance plan for one month. b. Discuss factors which help determine the amount to set for an allowance such as family income, size of family, what the allowance will cover, the community where the student lives. c. Students share experiences showing how they saved money to buy something special that they wanted.	Money Management Booklets "Children's Spending" "Your Budget" Junior Life Adjustment Booklets Science Research Filmstrip: "So Your Budget Won't Work", McGraw-Hill

CONCEPTS	BOOKS AND MATERIALS
5. Jobs	
III. Boy-Girl Friendships	Teen Guide to Homemaking, Barclay-Champion, McGraw-Hill Junior Homemaking, Jones-Burnham, Lippincott Co. Adventuring in Home Living, Hatcher & Andrews
A. Personalities	
B. Variations in dates	
C. Dating problems	Your Dating Days, Paul Landis, McGraw

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
5. Class members list some possible part-time jobs for their age level. Students share experiences of work they have done.	
III. Friendships: Discuss what makes a good date Dates at home Dates in public places Mixed group activities	
A. Personalities	
1. Students list desirable and undesirable traits in boys. Observe an older man whom you respect and admire. Pick out those traits which you particularly admire. Observe a boy your age and see if he has those desirable traits. Reverse this by observing the desirable traits of a boy and see if an older man has these also.	Films" "Dating Do's and Don'ts", Association Films "Psychological Differences Between the Sexes", Coronet
2. Ask boys to make a list of the qualities and triats they admire in girls.	"Beginning to Date", Encyclopedia Britannica Film "Dating Daze", Guidance Discussion Series, the Jam Handy Organization
3. Provide a question box for class discussion of boy-girl friendships.	
4. Discuss: The attraction between sexes	
5. Discuss: How interests and understandings affect our feelings	
6. Students discuss the personal qualities they will need to develop in preparation for marriage.	
B. Variation in dates	Filmstrip: "What About Dates", McGraw
1. Students list kinds of dates: single, with another couple, in a group.	
2. Students list various places in the community showing places of entertainment.	
3. Have class make a large map of the community showing places of entertainment.	
4. Have the class plan a weiner roast, swimming party, etc., and compute the cost.	
C. Dating problems	
1. Teacher divides class into buzz groups to discuss dating problems, such as: "How to get dates" "How to refuse a date" "How one gains confidence in dating so that he feels secure with the opposite sex"	

HUMAN DEVELOPMENT AND THE FAMILY - GRADE 9

CONCEPTS	BOOKS AND MATERIALS
D. Steady dating	<u>Building Your Life</u>, Landis-Landis, Prentice-Hall
E. Dating etiquette	

LEARNING ACTIVITIES	TEACHING AIDS AND RESOURCES
2. Class discusses the transportation problems involved in dating. 3. Have class compute the cost of various dates. 4. Teacher and students discuss plans to be made before a date: Type of dress is important. 5. Ask class members to suggest questions for discussion: Question Box Example: Is 14 too young to date? What time should one get in from a date? Is it better to have single or double dates? How much money should we let a boy spend? 6. Tell how one gains confidence in dating so that he feels secure with the opposite sex. 7. Have class discuss the danger of pick-ups and blind dates 8. The class discusses the difficulty for people of different background (cultural, social, religious) to adjust to the close relationship of marriage. 9. Invite speakers to address groups of students on veneral diseases and illegitimate birth 10. A representative from the Welfare Board or a nurse is invited to discuss counseling services concerning the problems of unwed mothers.	Filmstrip: "Learning About Love and Sex", Quality Filmstrip series, Cathedral. Nurse from Welfare Board
D. Steady dating 1. The students role play several ways a couple who has been going steady can break up without hurting each other too much 2. List disadvantages of going steady, using capable students from other class to serve as panel members	Filmstrip: "Going Steady", McGraw "Understanding Your Love Feelings", Quality Filmstrip series, Cathedral
E. Dating etiquette 1. Students role-play accepting or refusing dates 2. Students role-play a. Boy walking on sidewalk nearest curb b. Boy helping a girl put on her coat c. Boy opening door for girl d. Boy going to door to call for girl e. Boy escort girl to door after date 3. Students discuss proper behavior in groups at ball games, parties, trips 4. The teacher and students develop the concepts that a. There are definite standards of conduct b. Ideals are a must for every boy and girl c. Being together unchaperoned, too frequently causes a strain on emotional controls.	

FOOD AND NUTRITION - GRADE 9

CONCEPTS	BOOKS AND MATERIALS
I. Nutrients	<u>Young Living</u>, Clayton Cook Books; Betty Crocker, Amy Vanderbilt
II. Eating Habits	
III. Calorie Counting	<u>Your Life in the Family</u>, Rhodes-Samples <u>Your Home and You</u>, Greer-Gibbs <u>Exploring - Home and Family Living</u>, Fleck
IV. Weight Problems A. Overweight B. Underweight C. Effects of exercise	<u>Your Home and You</u>, Greer-Gibbs Booklet: "Club 15" (free), Campana, Department SAS-6, Batavia, Illinois 60510 Attn: Mrs. Anderson

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Nutrients	
A. Review vocabulary list from Grades 7 and 8 on nutrients.	
B. Add new words as learned.	
II. Eating Habits	
A. Discuss factors that influence eating.	
1. Religion 2. Customs 3. Nationality 4. Geographical location 5. Seasons of the year	
B. Compare recipes of various origins.	American Dairy Council Literature
III. Calorie Counting	
A. Have each pupil weigh and measure height.	
B. Discuss activities engaged in regularly.	
C. Read and discuss how much food junior high school boys and girls need in order to be healthy.	
D. Copy the definition of a calorie into notebook; teach use of calorie charts.	
E. Plan a diet which provides for energy needs.	
IV. Read and Discuss Possible Reasons for:	
A. Overweight	
B. Underweight	
C. Read and discuss the importance of exercise for figure control.	

CONCEPTS	BOOKS AND MATERIALS
V. Basic 4 Foods Group and Nutrition	
VI. Laboratory Equipment and Procedures A. Safety B. Cleanliness C. Measuring D. Sharing duties	Transparencies "Good Health Begins with Good Nutrition" Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Illinois 60603
VII. Cookery Terms	How You Plan and Prepare Your Meals, Carson-Ramee
VIII. Dining Out	Table Service, Catherine B. Niles

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
V. Basic 4 Foods, Game Direction: Children take turns being "it". The child who is "it" thinks of the name of a food. The others take turns trying to guess the name of the food he is thinking of. All questions must be answered "Yes" or "No". Example: Are you in the vegetable group? Are you yellow? Are you liquid? The child who guesses then becomes "it". Continue with next food group.	
VI. Laboratory Equipment and Procedures A. Review from Grade 8 - Safety in the kitchen. B. Review from Grade 8 - Personal cleanliness and dishwashing techniques. C. Review from Grade 8 - Tools and techniques. D. Select groups, and work areas in the kitchen: plan for duties.	Home Economist: Arkansas Power and Light Company Demonstration on the range, refrigerator, and small appliances
VII. Add New Words to List, (teacher demonstration).	
VIII. Read, Discuss, and Demonstrate "Dining Out" Manners A. Dress B. Arrival C. Conversation D. Ordering food E. Table manners F. Getting the attention of the waitress G. Check H. Departure Plan, select and engage a local restaurant for a dinner date for class. (Service organizations may help finance this)	Filmstrip: "Date For Dinner", Kimberly-Clark

FOOD AND NUTRITION - GRADE 9

CONCEPTS	BOOKS AND MATERIALS
IX. Table Manners at School	
X. Snacks as a Part of Daily Food Needs	Steps in Home Living, Reiff
XI. Food Preparation: Work Plans	Time and Work Schedule, teacher-made sample
XII. Laboratory Experiences	Pictures of the finished products

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
IX. Table Manners at School A. Make posters on good table manners for the school cafeteria. B. Select hostesses for cafeteria tables for one week to practice good table manners as an example for other pupils. X. Read and Discuss; A. Eating between meals B. Choosing the best snack C. The cost of snacks D. Read and discuss the story "Less Clothes-More Food." XI. Review and Discuss Purpose of Work Plan and How to Use It. A. Study pattern for planning balanced dinner menu. 1. Have menu-planning session. 2. Copy recipes for pupils on chalk board or transparencies. 3. Pupils copy recipes into notebook. XII. Laboratory Experiences A. A simple coffee cake B. Orange eggnog C. Potato salad, fruit punch D. Cake muffins E. Tamale pie, tossed fruit salad F. Apple crisp	Transparencies Time to work schedule Recipes Recipe for Simple Coffee Cake 2 cans Betty Crocker biscuits 3/4 cup sugar 1 Tablespoon cinnamon 1/4 cup butter, melted 1/4 cup chopped nuts Heat oven to 375° F. Grease a 9" ring mold; Separate biscuits and dip in melted butter; coat with mixture of cinnamon and sugar; Make two layers in ring mold. Pour remaining butter on top. Sprinkle with chopped nuts, and bake 25-30 minutes. Allow to stand for 5 minutes before serving. Turn out coffee ring on rack, then over again on serving plate with nut side up. Serves 10.

FOOD AND NUTRITION - GRADE 9

CONCEPTS	BOOKS AND MATERIALS
XIII. Laboratory Evaluation	Adventuring, In Home Living, Hatcher and Andrews Co-Ed, Scholastic Magazine

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
XIII. Evaluate Each Laboratory Lesson On: A. Working habits B. Use of proper tools C. Keeping the kitchen clean D. Cleanliness and neatness E. Use score cards for breads in evaluations	

CONCEPTS	BOOKS AND MATERIALS
I. Personalities of Homes	Your Life In the Family Rhodes and Samples Poem: Edgar Guest "It Takes a Heap O' Living In a House to Make It Home"
II. The Outside of the Home A. Happy homes through sharing 1. Planning cooperatively for outside appearance of the home	Your Home and You - Greer and Gibbs Bulletin Board "Let's Peek In" - "What Goes on There" Bulletin Board: "Overall Family Planning" (use overalls)
III. Home Safety Check A. Electrical outlets B. Kitchen safety 1. Wet hands versus electricity 2. Inedible or poisonous substances C. Electrical cords D. Floor hazards	Bulletin Board: "Home-Safer, Sweeter Home" Adventures in Family Living Teen Guide to Homemaking , Barclay and Champion

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Personality of Homes	
A. List desirable and undesirable personality traits.	
B. Brainstorming session: are expensive homes always happy homes?	
Describe T.V. programs which exemplify personality and life of families as: "Family Affair", "My Three Sons" and "Andy Griffith".	Movies: On T.V. Shows "My Three Sons" "Family Affair" "Andy Griffith"
II. The Outside of the Home	
A. Contrast the atmosphere of an empty house and an occupied house. Can you tell from the outside of a home about the people who live there?	
1. Socio Drama - "It's your turn to mow the grass."	
2. List necessary chores for keeping the outside of the home attractive; decide who should be responsible for each.	
III. Home safety check	
A. Discuss: Do you have adequate electrical outlets? How can you tell? Watch out for overloading circuits. Has your home been checked by a licensed electrician?	Resource Person: From Ark. Power and Light Co.
B. Buzz Session: "Accidents In The Kitchen" Bring to class newspaper clippings of accidents and tell how they could have been avoided.	
C. Demonstration or exchange units by shop teacher on repair of cords for electrical appliances	Resource Person: Industrial Arts Teacher
D. Review: Storage for hazardous articles as skates, toys, etc.	

CONCEPTS	BOOKS AND MATERIALS
I. Good Grooming A. Personal hygiene	Homemaking for Teenagers, McDermott and Nicholas-Bennett Company Teen Guide to Homemaking, Barclay and Champion, McGraw-Hill Young Living, Clayton, Bennett Company Steps in Home Living, Reiff, Bennett Company Exploring Home and Family Living, Fleck, Fernandez, and Munves
B. Make-up	Magazines Newspapers Catalogs
C. Clothing care	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
I. Good Grooming	
A. Personal hygiene	
1. Discuss the importance of cleanliness during menstruation and the use of deodorants .	"Very Personally Yours", Kimberly Clark pamphlet
2. Show film on menstruation .	"The Story of Menstruation", Association Films
3. Display sanitary aids and find advertisements of each, as well as finding the cost of the various aids .	Display box of sanitary needs
4. Discuss the use of fragrances to use after one is clean (not to hide odor) .	"The Joy of Living with Fragrances", Avon
B. Make-up	
1. Class members interview teachers and other adults for opinions relevant to points that make for attractiveness. Later, students participate in buzz sessions to report on interview results.	"The Complete Guide to Make-Up", Revlon, Inc. 666 Fifth Avenue, New York, N.Y. 10019
2. Discuss why make-up should be applied in such a way that it is not noticeable .	Film:
3. Students find pictures of attractively made up women and those whom they consider unattractive .	"Beauty in the Making", Association Films, Inc "How to Be Well Groomed", Coronet
C. Clothing care - repairing	
1. Repairing	
a. Repair sheets, pillow cases or any cotton garments with the use of iron-on tape .	Display a pillow case mended by iron-on tape
b. Students bring a pair of blue jeans to apply iron-on tape to worn out areas .	Display iron-on tapes and patches
c. Discuss stores where iron-on tape is sold .	Display a pair of blue jeans with iron-on patch
d. Home activity - students report on sizes and prices of iron-on tape .	
2. Demonstrate proper use of laundering supplies .	Pamphlet
a. Launder a sweater in warm sudsy water or cold water with cold water soap to maintain correct size .	How to Wash a Sweater Samples of Woolite, Cold Water soaps
b. Consider shrinkage .	

TEXTILES AND CLOTHING - GRADE 9

CONCEPTS	BOOKS AND MATERIALS
II. Clothing Selection A. Color	
B. Texture	
C. Line	
III. Sewing Equipment A. Individual	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
3. Shoes a. Students determine when shoes can be repaired by looking at different pairs of worn shoes; consider cost . b. Learn where shoe repair shops are located .	Filmstrip: "How to Buy Shoes", J. C. Penney Company
II. Clothing Selection	
A. Color	
1. Discuss ways color affects personality, figure, general appearance, and attitudes . 2. Bring to class a plaid or figured skirt. Use color swatches to show suitable colors for blouses . 3. Point up how figured materials show soil less than solids. Examine your present clothes selection and make a list of best choices for school wear and active play. 4. Name some of the popular colors this season. Find out which of these colors looks best on you. 5. Make a color chart of colors most becoming to you .	Demonstrate folder with swatches illustrating color coordination: Riegel Textile Corp. Booklet: Let's Face It, Elsie Archer
B. Texture	
1. With short fabric lengths study the difference in the feel of material . 2. Form pleats and gathers to determine suitable dress styles with different weights and textures of materials .	Short lengths of fabric of various texture
3. Study effect of texture on different size students in class by showing sweaters, skirts, and light weight garments .	Filmstrip: "The Well-Dressed Teenager", Teen Guide Homemaking Series, McGraw-Hill Film: "Clothes and You" - "Line and Proportion", Coronet
C. Line	
1. View the film "Clothes and You; Line and Proportion" . 2. Discuss each class member's type and select best line for each .	
III. Sewing Equipment	
A. Individual	
1. Arrange equipment in small box for tote tray . 2. Review proper use and care of small equipment .	Suitable small box for storing small equipment

CONCEPTS	BOOKS AND MATERIALS
B. Departmental	
IV. Pattern Study A. Measure for size	
B. Selection	
C. Pattern envelope	
D. Guide sheet	
E. Pattern pieces	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
B. Departmental	
1. Practice learning about use of sewing equipment.	
2. Review housekeeping duties for clothing laboratory.	
IV. Pattern Study	
A. Demonstrate and practice measuring for size of pattern.	Pattern books: Simplicity and McCall
1. Study figure type chart and identify size needed.	Filmstrip: "Figure Your Size", McCall
2. Try on "fitting shells" for additional sizing help.	Wall chart: "Know Your Figure Type" Fitting "shells"
3. Fill in sheets on personal measurements; determine size needed.	"Personal Measurement Chart", student sheet
B. Pattern selection	
1. Demonstrate how to select pattern and suitable fabric.	Sample fabrics
2. Review study of "grain", fabric printed "off-grain", woven plaids.	Printed off-grain, woven plaids
C. Back of pattern envelope information	Wall Chart: "Pattern Envelope Clues", McCall
1. Study wall chart on pattern envelope.	
2. Distribute set of pattern envelopes for study.	Class set of pattern envelopes
3. Review how to shop for fabric by using cardboard bolts. List information given, such as: Fabric width, color-fast, fiber content.	Film: "Sewing", Encyclopedia Britannica
D. Guide sheet	
1. Read together and study guide sheet general information.	Cross word puzzle on pattern terms
2. Locate pattern layouts for varying fabric widths, styles, and sizes, and talk about importance of circling your layout.	
E. Pattern pieces	
1. Write name and class on all pattern pieces including guide sheet.	
2. Study a pattern piece and locate the various pattern markings.	
3. List terms on the board and copy for your folder.	
4. Review measuring techniques and measure several different widths of fabric.	
5. Review methods of straightening ends of fabric.	
6. Demonstrate straightening grain line.	
7. Practice laying out one or two pieces of the half-scale pattern on fabric lengths.	

CONCEPTS	BOOKS AND MATERIALS
V. Construction A. Techniques B. Construction projects C. Wearing the garment	

LEARNING EXPERIENCES	TEACHING AIDS AND RESOURCES
8. Learn how to measure for straight grain and pin in place. 9. Practice cutting out one piece.	
V. Construction	
A. Practice techniques	Techniques Filmstrips "How to Put in a Hem", McCall "Press As You Sew", General Electric Simplicity Pattern Co.
1. Use remainder of scraps to practice previous learning of: Measuring, cutting, pin basting, stitching, and pressing. 2. Divide into groups of two and repeat all learnings of pattern study in pinning, cutting, and stitching of a simple skirt pattern. 3. Explain and demonstrate with a student for a model, how to mark a hem, pin baste it, check for correct length. 4. Show the film "How to Put in a Hem". 5. Prepare samples for hemming. Review edge stitching and previous learnings of blind hemming. 6. After completing skirts, demonstrate pressing method of full skirt.	Step-by-step models used in project
B. Suggested projects using commercial pattern	Magazines with gift ideas
1. Simple full skirt with elastic in casing 2. Christmas or Mother's Day gifts, such as apron, pot holder, make-up cape, locker organizer	Display of attractive and inexpensive gift items
C. Wearing the garment after completion	
1. Study together pamphlet: "How to be a Model". 2. Practice walking, standing, turning, sitting. 3. Set aside a day for each girl to wear her skirt, model it by walking to music.	Bulletin: "How To Be a Model", Simplicity Record player and records

9 th Grade Home Economics
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PRE-VOCATIONAL ORIENTATION

BASIC SKILLS	BOOKS AND MATERIALS
I. Analysis of Occupations A. Realizes that people work at many different jobs to supply the materials and services people use. B. Becomes aware that different skills and knowledge are essential to accomplish the wide variety of occupations in our community.	The Jobs You Get, New York University Press, Washington Square, New York 13210 Occupational Roles' Kit Junior Occupational Briefs, dealing primarily with things. Assemblers in Electronic Industry Automatic Vending Routemen Automobile Body Repairmen Bottling Plant Workers Building Service Workers Candymakers Construction Workers Dairy Industries Exterminators Factory Assemblers Frozen Food Processors Gardners and Grounds Keepers Guards and Watchmen Hotel Maids Household Workers Truck Drivers Longshoremen Lumberjacks Marine Attendants Packers and Wrappers Papermaker Production Workers Parking Attendants Power Plant Operators Production Painters Junior Occupational Briefs, dealing primarily with people. Animal Keepers Bus Boys Demonstrators Doormen Farmers Firemen Fishermen Grocery Clerks

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
1. Analysis of Occupations Written by a special teacher for his own class, this workbook tells the characteristics and information needed to secure a job; three to five copies for class use. The occupations are selected from among the 400 available because they represent the range of occupations for slow learners within present known limits. (others may be added) Single copies for class reference are suggested. In addition, three to five copies should be made available of titles which reflect local employment possibilities for the entire state. Topics for Discussion: What to consider in choosing a job. School experiences that will help to prepare pupil for a future job and how a classroom is like a job situation. Specific requirements for particular jobs. Why many "help wanted" ads state "experience only". What to expect from an on-the-job training placement and the pupil's responsibilities in the training programs. How to use the services of the Department of Vocational Rehabilitation. Desirable personal conduct when observing a work situation as a visitor. Where to apply for different types of jobs. Importance of neatness, completeness and accuracy in filling out application blanks. Importance of advance preparation for an interview: Necessary information available Good grooming and good manners Know and be ready to present own qualifications for employment Licenses required for certain jobs. Role Playing: Act out employment interview scenes using a tape recorder if possible, and play back to hear how it sounds. Allow for constructive criticism, followed by more practice.	Supplemented by outside speakers representing different occupations within the scope of classes' ability levels. Field trips to appropriate areas. Self-appraisal through testing or counseling by Rehabilitation or Guidance Counselor

BASIC SKILLS	BOOKS AND MATERIALS
Analysis of Occupations (Continued)	Hospital Attendants Hotel Bellmen Janitors Local Bus Drivers Newsstand Vendors Office Boys and Messengers Receptionists Routemen Service Station Workers Sight Seeing Guides Taxi Drivers Waiters and Waitresses Humphres, Anthony, Choosing Your Career Paulon, Blanche B., Discovering Your Real Interests Packard, Vance, Do Your Dreams Match Your Talents? Science Research Associates, Inc., 259 East Erie Street Chicago, 11, Illinois Richards, Frank E., Getting Ready for Pay Day, All Series, Phoenix, New York World of Work-Your Job and Success, World of Work-You and Success, R. E. H. Pub. Co. P. O. Box 848, Huntington, New York Off to Work, State of Ohio, Dept. of Industrial Relations, 812 Ohio Dept. Building, Columbus, Ohio 43215 Junior Guidance Booklets: "Planning Your Future" "Your Abilities" "All About You" "Getting Along in School" Science Research Associates (SRA) 259 East Erie Street New York, New York 10014
II. Vocationally Directed Skills A. Can pay for lunches and transportation B. Speaks clearly and uses proper, discreet language C. Develops facility in the manipulation of tools and materials D. Develops understanding of how wages and hours are related E. Develops ability to figure wages due for various rates of pay and time periods F. Knows own vital statistics necessary for filling out application forms G. Develops understanding about the world of work	

SUGGESTED ACTIVITIES	TEACHING AIDS AND RESOURCES
II. Vocationally Directed Skills Discussion of following topics: Why we need to work To provide basic necessities Food Shelter Clothing Medical and dental expenses To provide security Savings Insurance Provision for old age To gain social approval and personal satisfaction To provide luxuries	Demonstrations and talks: Invite resource people to explain their work to the class Scrapbooks and Notebooks: Collect and classify pictures that illustrate the basic necessities and some additional requirements for pleasant living. Collect pictures showing the services performed, and tools and equipment used by various workers.

BASIC SKILLS	BOOKS AND MATERIALS
	A Social Security Card for You U. S. Government Printing Office Washington, D. C. Foundations of Citizenship-I & II Richards State Atlas Company Phoenix, New York
. Development of Individual for Occupational Placement and Job Retention A. Has realistic job aspirations B. Assumes a share of responsibility in group situations C. Is courteous and practices good habits in all endeavors D. Can accept criticism E. Can take directions from an authority F. Maintains an acceptable level of workmanship G. Tries to improve workmanship within reasonable time limits H. Is safety conscious at all times so that proper habits are developed for future job situations I. Is able to follow directions--more than one step at a time	The Getting Along Series: After School is Out A Job at Last Money in the Pocket From Tires to Teeth Frank E. Richards, 215 Church Street Phoenix, New York A Teen-Ager's Guide to Employment, State of Ohio, Department of Highway Safety, 240 Parsons Avenue, Columbus, Ohio Your Family and Your Job Noble and Noble, 67 Irvin Place, New York, New York 10083